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ABSTRACT

This digest contains summaries of accreditation standards relating to the personnel preparation programs in special education and related services in 29 states and the District of Columbia that responded to a request for materials. Each state's information is presented within seven categories: (1) eligibility of programs for accreditation; (2) curriculum (overall institutional, core curriculum, and other special requirements); (3) relationship to the world of practice (clinical and field-based experience, follow-up of graduates, and relationship with the field); (4) students (admission, monitoring, advisory services, exit criteria, multicultural groups, and persons with disabilities); (5) faculty (qualifications, faculty load, faculty development, and faculty evaluation); (6) governance (relationship of program to institution, authority/autonomy, structure and administration, and planning); and (7) resources (personnel, fiscal, facilities, library, equipment, and supplies). States included are: Arkansas, California, Colorado, District of Columbia, Georgia, Illinois, Iowa, Kansas, Kentucky, Maine, Massachusetts, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Texas, Virginia, West Virginia, and Wisconsin. (JDD)

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FOR PROFESSIONS IN SPECIAL EDUCATION

ED354643

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Digest of Standards Relating to Personnel Preparation Programs in Special Education and Related Services Issued by the States

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INTRODUCTION

This notebook contains the "Digest of Standards Relating to Personnel Preparation Programs in Special Education and Related Services by the States". The digests of thirty-one states are included. These 31 states responded to a SpecialNet inquiry by the National Association of State Directors of Special Education requesting materials from any state having accreditation standards. Thirty-two states responded, but one state had only certification standards and did not accredit institutions, only individuals. Therefore, it did not meet our standard for inclusion in this study.

Several states use the term "Program Approval" instead of accreditation. However, they fit with our working definition of "accreditation" which is the approval of programs of institutions of higher education which train special educators, the completion of which programs with recommendation from the institution meets the state requirements for certification and/or licensure.

After a preliminary analysis, the staff of the National Clearinghouse for Professions in Special Education developed an outline of seven major categories: Eligibility, Curriculum, Relationship to World of Practice, Students, Faculty, Governance, and Resources. Each state standard was examined in relationship to this outline. Most items fit easily within the outline and were classified into its matrix. A few items were force-choiced into the closest item. Each standard was then cut-and-pasted into the outline format preserving original language and creating the profile or digest. Editing was limited to consistency and grammar. The profiles were sent to the respective states which validated and/or corrected items. The changes have been incorporated in the profiles in this book. We have received validation forms from all the states except California, Illinois, Oregon, South Carolina and West Virginia. West Virginia has not had sufficient time for reviewing the materials because of the large volume of the West Virginia Digest. The other four states were informed that we would proceed to publish the drafts as final if we did not hear from them by August 11th. While none have yet responded, we anticipate that they will. We will revise the profiles and include them in the notebook as completed.

It should be noted that this notebook is a companion piece to:

> Digest of Standards Relating to Personnel Preparation Programs in Special Education and Related Services Issues by Regional Institutional Accrediting Bodies
>
> \- and -
>
> Digest of Standards for the Accreditation of Personnel Preparation Programs of Nationally Recognized Special Education and Related Services Organizations.

These three volumes complete the analysis of accreditation standards by the National Clearinghouse for Professions in Special Education.

The primary purpose of these digests is to enable those looking at standards an opportunity to review comparative data between states and organizations. For individuals seeking certification, they should contact the certifying body directly for official, all inclusive requirements. Likewise, those institutions seeking accreditation should contact the accrediting body directly for proper procedures and complete accreditation requirements. Some data was deliberately left out of this study as it did not appear to be ameanable to analysis across organizations.

We would like to take this opportunity to thank the many people who have contributed to this project: all of the State and organization personnel who contributed their time and analysis for providing and reviewing materials; to Judy Smith-Davis who originally conceptualized the analysis within the framework of the National Clearinghouse and to the CEC support staff Janet Luersen, Eyvonne Shelton, and Susan Tracy. A special thanks for Charles Laster of the Arlington County Public Schools who drafted the primary digest for most of the states.

NAME OF ACCREDITING STATE: ARKANSAS

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STANDARDS PUBLICATION:

Requirements for State Approval of Teacher Education Programs
A Manual of Procedures for Approving Arkansas Teacher Education Institutions and Programs (1977)

PROFILE: ACCREDITATION STANDARDS - ARKANSAS

I. ELIGIBILITY

General

- Teacher education programs seeking state approval must be accredited by the National Council for Accreditation of Teacher Education (NCATE).

- Requests for temporary program approval are made through the Coordinator of Teacher Education and Certification of the Arkansas Department of Education. Upon NCATE accreditation, teacher education programs are considered state-approved.

Relationship Between Accreditation and Certification

- No provision stated.

II. CURRICULUM

Overall Institutional

- Students pursuing a teacher education program shall meet, as a minimum, the same general education requirements as for other baccalaureate degree programs.

- Students pursuing an elementary education program leading to a K-6 certification shall complete a core program applicable to K-6 teacher preparation. Students shall also select an area of concentration of either Early Childhood (K-3) or Upper Elementary (4-6). The professional studies component shall provide experiences and exposure at both levels.

- Secondary education candidates shall complete a course of study that includes meeting the institutional requirements for an academic major in a teaching field. Degree requirements are determined by the institutions, but in no instance should the requirements for the major be substantially different from the requirements for the non-teacher education student seeking a degree in the same major. The professional studies component shall provide experiences and exposure at both the junior and senior levels.

- At the freshman and/or sophomore level, prospective teacher education students shall receive an introduction to teaching as a profession and exposure to teaching situations through observation and experience.

- Teacher education candidates shall demonstrate proficiency in written, oral communications and mathematics skills as one requirement for admission to a teacher education program.

Specialist Courses (Core Curriculum)

- The professional studies component of the teacher education program shall provide the student with sequenced experiences working under direct supervision, in teams, and independently. The professional preparation of the teacher education student shall include:

  - cross cultural understandings;
  - classroom observation;
  - micro-teaching (videotaped small group teaching experience);
  - developing case studies of individual students;
  - translating theory into practice;
  - curriculum design and development;
  - access and retrieval of print materials;
  - the use of instructional technology;

  With the exception of an introductory course/experience, the professional studies component of teacher education shall be provided only at the upper division level (junior, senior).

Other Special Requirements

- Must meet NCATE Standards.

III. RELATIONSHIP TO WORLD OF PRACTICE

Clinical and Field Based Experience

- The professional studies component of the teacher education program shall include direct, substantial, quality participation in teaching over an extended period of time in a cooperating school setting (practicum). The practicum shall be under the supervision of college personnel who are experienced in and have continuing experience with elementary or secondary teaching, and personnel from the cooperating school who are certified and experienced.

- Explicit criteria shall be established and applied cooperatively by college and school personnel for the selection of school supervisors and for the assignment of college personnel. Practicum sites shall be previsisted by college personnel and the selection criteria shall ensure that the sites provide teacher education students optimum opportunity for professional development in the field based setting.

- The practicum, a field experience planned jointly by the cooperating schools and college/university, shall be for a duration of no less than 12 complete weeks. The practicum field experience shall be guided by a cooperating teacher and a teacher education faculty.
- Students may not participate in the field based practicum before satisfying all admission requirements and achieving admission to the teacher education program.

Follow-up of Graduates

- Must meet NCATE standards.

Relationship with Field

- Must meet NCATE standards.

IV. STUDENTS

Admission

- Teacher education candidates shall demonstrate proficiency in written, oral communications and mathematics skills as one requirement for admission to a teacher education program.
    - Students seeking admission to a teacher education program shall take the NTE Pre-Professional Skills Test.
- Other assessment techniques of admission to a teacher education program shall include interviews, recommendations, a cumulative grade point average of no less than 2.5 (4.00 scale) and completion with no less than a grade of C (or equivalent) in general education courses identified by the college/university in written communications, oral communications and mathematics skills. Students are required to satisfy all admission requirements before full admission to a teacher education program is achieved.

Monitoring - Assessment/Competencies

- Teacher education students shall be evaluated early in their program to determine their potential for teaching.
- Other assessment techniques of admission to a teacher education program shall include interviews, recommendations, a cumulative grade point average of no less than 2.5 (4.00 scale) and completion with no less than a grade of C (or equivalent) in general education

courses identified by the college/university in written communications, oral communications and mathematics skills. Students are required to satisfy all admission requirements before full admission to a teacher education program is achieved. Students may not participate in the field based practicum before satisying all admission requirements and achieving admission to the teacher education program.

Advisory Services

- Must meet NCATE standards.

Completion of Program/Evaluation - Exit Criteria

- Must meet NCATE standards.

Multicultural Groups and Persons with Disabilities

- The professional preparation of the teacher education student shall include cross cultural understandings.

V. FACULTY

Qualification/Assignment

- Must meet NCATE standards.

Faculty Load

- Must meet NCATE standards.

Faculty Development

- Must meet NCATE standards.

Faculty Evaluation

- Must meet NCATE standards.

VI. GOVERNANCE

Relationship of Program to Institution

- Must meet NCATE standards.

Authority/Autonomy

- Must meet NCATE standards.

Structure and Administration

- Must meet NCATE standards.

Planning

- Must meet NCATE standards.

VII. RESOURCES

Personnel

- Must meet NCATE standards.

Fiscal

- Must meet NCATE standards.

Facilities

- Must meet NCATE standards.

Library, Equipment, Supplies

- Must meet NCATE standards.

NAME OF ACCREDITING STATE: CALIFORNIA

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STANDARDS PUBLICATION:
Manual for Developing, Evaluating, and Approving Professional Preparation for the Special Education Specialist Credential (July 1987)

Program Evaluation Process and Procedures (1988-89)

I. ELIGIBILITY

General

- Institutions shall file a statement of their intent at least three months prior to the submission of the program document. Institutions should not plan to begin programs until at least the semester following the submission date of the program document.

- The program document shall meet the requirements established by the Commission on Teacher Credentialing. Initial approval is dependent upon inclusion of a written statement from the chief administrative officer of the institution, indicating full institutional support of the program. This statement shall include the identification of all sites, including the main campus, where the program will be in operation.

- The program document shall include the following information:

  - Assurances that the proposed program has been allocated adequate institutional resources, has a designated coordinator, and has the involvement of appropriate members of the community;

  - Statements of program objectives and how such objectives address the specified professional competencies and field experiences; and

  - Identification of the procedures used, including sample instruments, to determine the effectiveness of the program.

Relationship Between Accreditation and Certification

- All candidates completing the program shall be evaluated by the institution during the program, and immediately preceding recommendation for the credential, to ensure that candidates have acquired the minimum academic and professional skills for entry into the credential area in accordance with Commission requirements and the program goals and objectives.

- The institution shall describe the process by which candidates shall be determined to have met the Commission requirements and the program goals and objectives. The explanation shall include, but not necessarily be limited to, the following:

- A description of the evaluation process, including sample instruments and criteria, e.g., comprehensive examination, performance evaluation - a check-off procedure of courses completed is not acceptable;

- Identification of those persons who conduct candidates' final evaluation;

- Identification of the person(s) who makes the final determination as to whether or not the candidate demonstrates required minimum academic and professional skills for entry into the field;

- A description of the process provided for candidate appeal; and

- Specification of the minimum criteria used for determining the candidate's demonstrated competence in reading, writing, and speaking English.

II. CURRICULUM

Overall Institutional

- o NOTE: Needs statement clarifying California requirements on bachelor's degree and graduate level education requirements.

Specialist Courses (Core Curriculum)

- o The specialist professional preparation, including the basic generic program and the advanced specialization program, shall be a minimum of one academic year or its equivalent.

- o Programs shall be designed in part to develop specific skills and knowledge in the following competency areas: Communication Handicapped, Gifted, Learning Handicapped, Physically Handicapped, and Severely Handicapped.

- o The Basic Generic Programs shall provide for the development of understandings and Demonstrable Competencies in the following areas:

  - Pupil Assessment:

    (a) Recognition of behavior commonalities among exceptional pupils;

    (b) Utilization of current principles, procedures, techniques and instrumentation in assessing learning and behavioral patterns in exceptional pupils; and

    (c) Assessment of the characteristics and behavior of exceptional pupils in terms of program and developmental needs.

  - Instruction of Special Education Pupils:

    (a) Development and effective use of individualized behavioral and instructional objectives and of appropriate instructional processes and strategies.

  - Evaluation of Pupil Progress and Program Effectiveness:

    (a) Designing and utilizing pupil performance criteria to evaluate pupil learning and behavior;

    (b) Evaluating and reporting outcomes of a teaching-learning sequence to pupils and parents and for school records in terms of stated objectives; and

    (c) Evaluation of teaching methods, materials, and media in terms of efficiency in attaining stated objectives.

  - Professional Interpersonal Relationships:

    (a) Utilization of management, communication and supervisory skills to implement effectively the educational process among administrators, teachers, aides, service personnel, and pupils.

- Advanced Specialization Programs in the areas of Communication Handicapped, Physically Handicapped, Learning Handicapped, Severely Handicapped, and the Gifted, shall provide for the development of understanding and demonstrable competencies in:

  - Pupil Assessment

    (a) Assessment of physical, intellectual, social, and emotional characteristics of both exceptional and non-exceptional pupils;

    (b) Assessment of learning disabilities in relation to psychological, genetic, physiological, social and cultural conditions;

    (c) Assessment of motivational and attitudinal differences including, but not limited to, self control, anxiety, general attitudes toward learning, and the acceptance of success;

(d) Utilization of systematic observation, academic assessment, clinical teaching, and specialized formal assessment procedures for individualized instruction; and

(e) Assessment of specific implications of handicapping conditions in relation to learning and maturational growth sequences, including career preparation, in the instructional program.

- Instruction of Special Education Pupils:

(a) Identification of current issues and trends and the utilization of research findings in program implementation;

(b) Counseling exceptional pupils and their parents;

(c) Programs with emphasis on communicative disorders shall provide for competency in the skills necessary to establish communication with and by the deaf and severely hard of hearing; and

(d) Programs with emphasis on physically handicapped shall provide for competency in the skills necessary to establish communication with and by the blind.

- Evaluation of Pupil Progress and Program Effectiveness:

(a) Description and evaluation of the several theoretical instructional systems used to design programs for handicapped pupils;

(b) Analysis and evaluation of all program elements;

(c) Professional Interpersonal Relationships;

(d) Application of appropriate intervention to extend interaction among the pupil, his/her peers, and adults;

(e) Planning and conducting parent meetings to discuss program objectives and procedures;

(f) Utilization of ethical practices in communication to others about individual pupils; and

(g) Initiation and pursuit of a program of self assessment and professional improvement.

Visually Handicapped

- Principles of normal and atypical child growth and development from birth through adolescence.
- Characteristics and needs of exceptional individuals and appropriate educational programs.
- Regular school curriculum modified and applied to the educational needs of exceptional individuals.
- Trends and issues, legislation and litigation, program development, and models in the education of exceptional individuals.
- State and federal laws and regulations relating to the provisions of an appropriate education for exceptional individuals.
- Principles of counseling and guidance for individuals with exceptional needs and their parents, including career education and vocational guidance.
- Candidates shall demonstrate general knowledge and skills required in the total educational program for the blind and partially seeing, including, but not limited to, the following:
    - Physical, emotional, and cognitive developmental factors related to planning and implementing the educational program;
    - Variations in growth, development, and learning of blind and partially seeing pupils with additional handicapping conditions;
    - Psychological, sociological, and vocational implications resulting from attitudes of society toward blind and partially seeing individuals;
    - Anatomy and physiology of the eye, including the causes of visual impairments and implications of visual functioning to learning (e.g., prognosis, lighting and illumination, reading modes, and visual requirements);
    - Behavioral management techniques and strategies appropriate to developmental levels and assessed needs of the learner;
    - Professional management techniques related to delivery service models (e.g., self-contained, resource, itinerant) needed to organize and maintain proper functioning of the learning environment; and

  - Developing or securing information appropriate to school and community groups requesting information regarding the education of blind and partially seeing individuals.

- Candidates shall demonstrate advanced knowledge and skills in the team process of developing Individualized Education Programs for blind and partially seeing individuals, including:

  - Selection, procurement, and use of appropriate assessment procedures to determine the strengths and exceptional needs of blind and partially seeing individuals, including but not limited to:

    (a) Academic performance, including reading and writing of print and braille, and typing skills;

    (b) Communication performance, including reading and writing of print and braille, and typing skills;

    (c) Cognitive performance, including conceptual developing, orientation to the physical environment, and attending behaviors;

    (d) Social-emotional performance, including attitudes, motivation, goals, and interpersonal relationships;

    (e) Sensorimotor performance, including gross and fine motor skills, perceptual development, visual learning, and use of remaining vision; and

    (f) Independent living performance, including self-help, health and hygiene, prevocational and vocational, and leisure and recreational skills.

  - Development of goals and objectives to meet the assessed needs and learning requirements;

  - Determination of the most appropriate placement, including a practical knowledge of the range of program options and of related services (e.g., orientation and mobility, adaptive physical education, bilingual education); and

  - Selection and ordering of specialized media, materials, and equipment necessary to achieve stated goals and objectives.

- The candidate shall demonstrate specialized knowledge and skills in delivery of services to blind and partially seeing individuals, including but not limited to:

  - Selection, maintenance, storage, and use of devices and aids:

(a) Optical aids - magnifiers, glasses with special prescriptions, monoculars, telescopic aids, etc.; and

(b) Nonoptical aids -

(1) Reading aids - books (braille and large print), bookstands, lights, markers, shields, and visors;

(2) Writing aids - braillewriters, typewriters, slate and stylus, raised line drawing kits, templates and writing guides, specialized paper, etc.

(3) Listening aids - tape recorders, talking books, variable speed controls, speech compressors, speech synthesizers;

(4) Adaptive living, orientation, and mobility aids;

(5) Electronic aids - calculators and other reading machines; and

(6) Photo enlargers and braille duplicators.

- Select, design, prepare, and use instructional materials and media appropriate to the needs of the learner;
- Read and write literary (i.e., Grade 2) and mathematics (i.e., Nemeth) braille, plus knowledge of braille music, foreign language, and scientific notations;
- Transcription methods and procedures related to tactual, visual, and aural reading of textbooks, tests, maps, graphics, and diagrams;
- Develop, select, and/or modify specialized curricula when necessary;
- Reading, writing, mathematics, independent living skills, gross and fine motor control, perceptual and conceptual development for academic learners;
- Motor development, perceptual training, concept formation, daily living skills, language development, and other communication skills for younger functioning and multihandicapped learners;
- Development of orientation concepts (e.g., directionality, laterality, body-image, spatial concepts, etc.) basic mobility skills (e.g., sighted-guide, self protective techniques, pre-cane skills), and familiarity with basic, long-cane techniques;

  - Provide regular school teachers and other school personnel aid, information, materials, and strategies necessary for the education of blind and partially seeing individuals; and
  - Provide counseling and guidance and/or referral services to blind and partially seeing individuals and their parents.

- Candidates shall demonstrate knowledge and skills in evaluating the effectiveness of the educational program, including but not limited to:
  - Evaluating and reporting outcomes of direct services to pupils, parents, and professionals in terms of stated educational objectives;
  - Evaluating instructional methods, materials, and media in terms of efficiency in attaining stated objectives;
  - Restructuring the learning environment and educational program through appropriate methods based upon evaluation results;
  - Self evaluating teacher performance, leading to desired changes; and
  - Continuing professional development based upon self evaluation.
- The professional preparation program shall provide for the development of knowledge and skills in interpersonal relationships which may include the following:
  - Pupils, parents, and family members;
  - Administrators, teachers, and other workers in public and private agencies and schools; and
  - Transcribers, paraprofessionals, volunteers, and others.

Other Special Requirements

- No provision stated.

III. RELATIONSHIP TO WORLD OF PRACTICE

Clinical and Field Based Experience

- Programs shall emphasize field study, with special education pupils.

Follow-up of Graduates

- Graduate follow-up shall be conducted as a regular and integral part of program evaluation. Follow-up of graduates shall include collection of data from graduates of the program and other persons having knowledge of the graduates' performance, including employers and immediate supervisors of graduates. The perceptions of these sources as to the continued relevance of the skills and knowledge being developed by the program shall be the focus of this part of the evaluation process, rather than the specific performance of individual graduates.

- This data shall be collected at least once every three years. The three years of data should include three years of graduates.

- In order to meet the requirements of this section, the institution shall describe the process by which the follow-up of graduates shall be performed. The explanation shall include, but not necessarily be limited to, the following:

    - Assurance that graduates are surveyed at least one year after leaving the program;

    - Identification of persons asked to respond to the follow-up evaluation; e.g., principals, assistant superintendents, etc.;

    - Identification of those persons who review and interpret the data; e.g., faculty, practitioner, graduates, employers;

    - Copy of the instruments that are used; and

    - A description of the process by which follow-up evaluation data are reviewed for possible modification of or incorporation into a program.

Relationship with Field

- Programs submitted for approval shall have had the involvement of constituents to include, but not be limited to, practitioners in the credential area and non-educator members of the public, including representatives from the minority communities served by the institution.

- Institutions shall survey agencies and groups who might utilize the services of the credential holder to determine what skills and knowledge they deem necessary for a practitioner to function effectively in his/her field. The surveys shall be conducted at least once every four years and the results analyzed to determine whether or not modifications in the program are necessary to meet changing requirements of the profession.

- In order to meet the requirements of this section, the institution shall describe the process by which collection and analysis of data is accomplished and results are incorporated into the program.

- The description shall include, but not necessarily be limited to the following:
  - Identification of the population surveyed, e.g., groups, agency representatives, practitioners, school administrators, etc.;
  - A description of the procedures used to collect the data and a copy of the instrument;
  - A description of the process for analysis and interpretation of the data, including how such information will be incorporated into the institutional process for program modification and improvement; and
  - Identification of the person(s) responsible for collection, analysis, and interpretation of the data.

IV. STUDENTS

Admission

- Programs shall ensure that students admitted to a specialist program who do not hold a basic teaching credential shall be concurrently enrolled in a multiple or single subject program.
- The requirements for admission to the program (including grade point average) should be at least comparable to requirements for other areas of professional study at the institution.
- All candidates admitted to advance specialization, shall have demonstrated the required professional competencies contained in the basic generic program.

Monitoring - Assessment/Competencies

- Programs shall ensure that all competencies required in the basic generic program will be achieved in terms of all types of special education pupils.

Advisory Services

- No provision stated.

Completion of Program/Evaluation - Exit Criteria

- Following Commission approval of this program, the institution shall continually update and improve the program to ensure that graduates will have the skills and knowledge necessary for entry into the field.

- All candidates completing the program shall be evaluated by the institution during the program, and immediately preceding recommendation for the credential, to ensure that candidates have acquired the minimum academic and professional skills for entry into the credential area in accordance with Commission requirements and the program goals and objectives.

- The institution shall describe the process by which candidates shall be determined to have met the Commission requirements and the program goals and objectives. The explanation shall include, but not necessarily be limited to, the following:
  - A description of the evaluation process, including sample instruments and criteria, e.g., comprehensive examination, performance evaluation - a check-off procedure of courses completed is not acceptable;
  - Identification of those persons who conduct candidates' final evaluation;
  - Identification of the person(s) who makes the final determination as to whether or not the candidate demonstrates required minimum academic and professional skills for entry into the field;
  - A description of the process provided for candidate appeal; and
  - Specification of the minimum criteria used for determining the candidate's demonstrated competence in reading, writing, and speaking English.

Multicultural Groups and Persons with Disabilities

- Programs submitted for approval shall have had the involvement of constituents to include, but not be limited to, practitioners in the credential area and non-educator members of the public, including representatives from the minority communities served by the institution.

V. FACULTY

Qualification/Assignment

- No provision stated.

Faculty Load

- No provision stated.

Faculty Development

- No provision stated.

Faculty Evaluation

- No provision stated.

VI. GOVERNANCE

Relationship of Program to Institution

- No provision stated.

Authority/Autonomy

- No provision stated.

Structure and Administration

- Approval programs of professional preparation shall have a designated faculty member with the assigned responsibility for coordination of the program.

Planning

- Program evaluation shall be a process performed during and following implementation of a program. Program evaluation shall be designed to determine the appropriateness and effectiveness of the overall program. The Commission requires every institution offering an approved professional preparation program in teacher education to conduct regular, formal, and systematic evaluations of such programs.
- Evaluation designs shall provide total program review, including entrance requirements, institutional program objectives, and all academic requirements. The design shall also include a review of the training provided and the skills and knowledge demonstrated by the candidates in accordance with Commission requirements.

VII. RESOURCES

Personnel

- No provision stated.

Fiscal

- Budgeting and other resources shall be allocated to this program of professional preparation in accordance with standard institutional procedures for such allocation.

Facilities

- All program submissions shall include a request for approval, signed by the chief administrative officer of the institution. This request shall state the institution's commitment to provide the resources necessary to assure achievement of the program objectives.

Library, Equipment, Supplies

- See "Facilities."

NAME OF ACCREDITING STATE: COLORADO

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STANDARDS PUBLICATION:
Colorado Department of Education
Regulations (2260) - (Latest update
June 1988)

PROFILE: ACCREDITATION STANDARDS - COLORADO

I. ELIGIBILITY

General

- The State Board of Education is authorized to recognize Colorado institutions of higher education as accepted institutions and approved programs of study for the preparation of teachers of those institutions.

- The institution's chief administrative officer shall notify the Commissioner of Education in writing of the institution's intent to seek approval as an accepted institution.

- Upon receipt of the institution's notice, a Colorado Department of Education staff member will be assigned to provide assistance to the institution as it develops documentation required to demonstrate compliance with standards for program approval and certification standards. This documentation shall constitute the institutional self-study. A date for the on-site visitation shall be set by mutual agreement of the institution and the Colorado Department of Education.

- The on-site visitation shall be conducted according to these Rules.

- Each accepted teacher education institution in the State of Colorado will be visited at least once every five years in order to observe, evaluate, and approve the programs of teacher preparation offered therein.

- The Colorado Department of Education will notify accepted institutions of pending Fifth Year Reviews. Such notification shall be given at least one academic year in advance of scheduled visits. The institution will be asked to identify acceptable dates. The Fifth Year Review will be coordinated with NCATE review whenever practical.

- The institution will prepare a self-study report with the assistance of the Colorado Department of Education liaison representative) that provides the documentation required to demonstrate compliance with standards for program approval and certification.

- The State Board of Education will review the report and recommendation of the Commission and shall take action.

Relationship Between Accreditation and Certification

- o Relationship of the university/college wide program to certification/endorsement standards established by the Colorado Department of Education for either elementary or secondary teaching.

II. CURRICULUM

Overall Institutional

- o General features of teacher education programs. The institution provides programs offering learning experiences in:
    - The humanities, social sciences, and natural sciences.
    - Subject areas taught in Colorado public schools which are necessary for preparation in order to assume teaching, supervisory school service, or administrative roles in Colorado public schools.
    - Professional studies and experiences including the completion of one hundred hours of planned field experiences in school or community settings prior to student teaching while enrolled in the professional education program. A minimum of 400 student contact hours must be completed while student teaching, with systematic and documented monitoring and evaluation. Student teaching may be in different educational settings.

Specialist Courses (Core Curriculum)

Special Education Core. A special education core represents those competencies expected of all special education teachers.

- o Growth and Development
    - Knowledge of normal child growth and development in terms of physical, communicative, psychological and social/emotional functioning and their application to developmental, educational, and vocational progress, and identifiable deviations from normal growth and development and their impact on developmental, educational, and vocational programs.
    - Knowledge of the effects of cultural differences on child growth and development.
    - Knowledge of the medical aspects and physical management of various handicapping conditions.

- Teaching-Learning Process
  - Knowledge of learning theories and the application and implication of learning theories to handicapped individuals.
  - Knowledge of initial and on-going assessment strategies for exceptional individuals to include observation, record review, interview, criterion and norm referenced testing. Demonstrated ability to interpret results to determine an individual's level of functioning, needs, existence of a handicapping condition, characteristics of service to meet these needs, and monitoring of individual progress.
  - Knowledge of the process of individualizing including screening and referral, multidisciplinary/multifaceted assessment, staffing, and individual program planning.
  - Knowledge of classroom management and behavioral management techniques and classroom organization strategies to facilitate individual growth of handicapped individuals.
  - Knowledge and techniques of career education programming for handicapped children to develop self-sufficiency in independent living skills and specific implementation strategies.
- Communication and Human Relations
  - Knowledge of basic skills for interacting with students, professionals, and parents in an empathetic, supportive, and problem-solving manner.
  - Knowledge of theory, methods, and related practices in counseling processes, especially as it related to acceptance of a handicap, individual differences and parenting a handicapped child; knowledge of group processes; dynamics and interaction.
  - Knowledge of the role of parents in the educational process and strategies of parent involvement.
  - Knowledge of resources and services for the handicapped and how to access and coordinate the various systems. Knowledge of the roles and relationships of the team members including instructional and administrative.
- Foundations and Professionalism
  - Knowledge of foundations of special education, including history, philosophy, basic financing, and delivery systems for handicapped individuals.

  - Knowledge of professional ethics and responsibilities.
  - Knowledge of current research and its interpretation and application.
  - Knowledge of legal aspects for the handicapped, such as legal rights and due process for the handicapped, parents, teachers, administrators, and school board members.
  - Knowledge of current issues and trends in the education of the handicapped.

o Field Experiences. Student teaching under a college supervisor and a certificated teacher in a setting that is consistent with the preservice preparation of the student teacher.

(d) Awareness and knowledge of community resources specific to the profound needs child and how to access the various systems.

  - Field Experiences. The practicum should be of sufficient scope, intensity, and length to assure the demonstration of all the previous competencies. The cooperating teacher, principal, and supervisor must make recommendations for endorsement that confirm that the competencies addressed in the standards have been demonstrated.

Special Education Teacher 1: Moderate Needs (5-21)

To be endorsed Special Education I (Moderate Needs), an applicant shall:

o Hold or be eligible for a Type A or B Certificate endorsed Early Childhood Education, Elementary Education, or Secondary Education.

o Have completed a bachelor's degree from an accredited institution of higher education.

o Have completed the Special Education Core.

o Have completed an approved program in moderate needs (all exceptionalities), at least 15 semester hours of which must be graduate hours, designed to develop knowledge and skills in the following areas:

  - Current Practices. Current concepts, practices, trends, and issues in serving the moderate needs of the handicapped.
  - Human Growth and Development. Psychological, sociological, and psychological problems related to handicaps in students that cause moderate needs in the learning process.

- Educational Assessment.

  (a) Formal and informal assessment techniques including: observation, interview, criterion referenced testing, and norm referenced testing.

  (b) Principles and practices of diagnosis, including: identification, educational and vocational assessment, and review procedures.

  (c) Interpretation and application of assessment.

  (d) Staffing purposes, practices, procedures, and responsibility.

- Methods.

  (a) Relationship of methodological interventions to: theoretical foundations; research on human development, conditions for learning, and learning environments; and assessment data on individual students.

  (b) Specific methodological techniques for moderate physical, cognitive, communicative, emotional, social, and sensory needs in the following areas:

    (1) Organization and management of educational programs.

    (2) Individualized instruction to meet individual student needs.

    (3) Task analysis.

    (4) Behavior management.

    (5) Classroom management.

    (6) Application of technology.

    (7) Specialized materials.

    (8) Modifications and/or adaptations to materials, curriculum, and environment.

    (9) Special techniques in the physical, cognitive, communicative, emotional, and social areas.

    (10) Coping and compensation skills.

    (11) Evaluation of individual student programs.

(c) Specific methodological techniques and materials for moderate level needs:

  (1) In each of the functioning areas as indicated above.

  (2) In teaching basic academic skills.

  (3) For physical or other health impairments to include adaptive seating, alternative communication techniques, handling/positioning and safety techniques, and adaptive devices.

(d) Understanding scope and sequence of the basic curricular areas.

(e) Specific methodological techniques for:

  (1) Developing daily-living, self-help, survival, family and community living skills in students with moderate needs.

  (2) Developing pre-vocational, vocational, avocational, and career skills in students with moderate needs.

- Consultation

(a) Group process and dynamics, including theory and systematic inquiry.

(b) Effective communication skills, including: listening, questioning, nonjudgmental behavior and the ability to establish rapport.

(c) Techniques for collaborative problem solving and decision making.

(d) Consultation, assistance, and training with persons and agencies involved with a child, especially with regular classroom teachers.

(e) Interviewing and conference techniques for use with parents and siblings of the moderately handicapped.

(f) Organization, structure, and presentation of inservice programs.

- Liaisons

(a) Understanding and analysis of professional roles, functions, and formal and informal relationships.

  (b) Knowledge of legal and administrative structures.

- Understanding of professional ethics, including the knowledge of limits of one's own professional competence, as these relate to the severity of needs of students.

- The practicum should be of sufficient scope, intensity, and length to assure the demonstration of all the previous competencies. The cooperating teacher, principal, and supervisor must make recommendations for endorsement that confirm that the competencies addressed in the standards have been demonstrated.

Special Education Teacher 2: Severe Needs: Cognitive (5-12, 13-21, or 5-21)

To be endorsed Special Education Teacher 2 (Severe Needs: Cognitive), an applicant shall:

- o Have completed a Bachelor's degree from an accredited institution of higher education.

- o Have completed the Special Education Core.

- o Have completed an approved graduate level program in Severe Needs: Cognitive designed to develop knowledge and skills in the following areas:

  - Cognition.

    (a) Knowledge and understanding of cognition.

    (b) Knowledge and nature of all degrees and etiologies of cognitive deficiencies and their effects on learning.

    (c) Knowledge and understanding of processing problems that interfere with learning.

    (d) Knowledge of pathologies of the cognitive area and their effects on communication, physical, psychological, social, and educational functioning.

    (e) Ability to teach alternative learning skills and problem solving to students of all degrees of cognitive needs.

    (f) Skill in managing the transactions and interactions of students with severe needs, cognitive.

- Communication.

  (a) Knowledge of language and speech disorders.

  (b) Knowledge of the relationships between language and cognition and implications for teaching students with severe cognitive needs.

  (c) Knowledge of and techniques for teaching communicative skills.

- Physical.

  (a) Knowledge of specific physical problems sometimes associated with cognitive deficits including, but not limited to, Cerebral Palsy, Muscular Dystrophy, Spina Bifida, and needs of students having such conditions.

  (b) Ability to modify, adapt, or change equipment, materials, and teaching techniques according to student's physical need.

  (c) Knowledge of environmental barriers that require modification.

- Assessment.

  (a) Ability to participate in cognitive screening.

  (b) Ability to understand and conduct formal and informal assessments of cognitive functioning and to interpret and report results.

  (c) Ability to observe, record, and interpret learning behavior in the classroom and implement appropriate educational interventions.

  (d) Ability to administer formal and informal assessment of academic areas.

  (e) Knowledge of informal and formal procedures used by other professionals.

- Methodology, Curriculum, and Academic Content.

  (a) Knowledge and utilization of prevocational, vocational, and avocational resources and strategies.

  (b) Planning and implementation of vocational and career goals.

(c) Development of independent living skills.

(d) Knowledge and understanding of the scope and sequence of curriculum in the content areas as it applies to the child with cognitive needs.

(e) Specific methods and materials for teaching communication (speaking, reading, and writing), math, science, and social studies to children with cognitive needs.

- Student Teaching. The practicum should be of sufficient scope, intensity, and length to assure the demonstration of all the previous competencies. The cooperating teacher, principal, and supervisor must make recommendations for endorsement that confirm that the competencies addressed in the standards have been demonstrated.

Special Education Teacher 2: Severe Needs: Vision (0-21)

To be endorsed Special Education Teacher 2 (Severe Needs: Vision), an applicant shall:

o Have completed a Bachelor's degree from an accredited institution of higher education.

o Have completed the Special Education Core.

o Have completed an approved graduate level program in Severe Needs: Vision designed to develop knowledge and skills in the following areas:

(Each of the following competency areas must reflect specific instruction related to the needs of totally blind children, partially sighted children, and multi-impaired children.)

- Research and Foundations in Education of the Visually Handicapped.

(a) Historical perspective.

(b) State and federal laws effecting the visually handicapped.

(c) Delivery systems.

(d) Technological developments related to education of the visually handicapped.

(e) Current research developments.

- Effects of Visual Impairments at All Age Levels on Growth and Development of:
  - (a) Vision.
  - (b) Cognition/intellectual.
  - (c) Motor (physical disability and other health impairments)
  - (d) Communication/language.
  - (e) Social-emotional.
  - (f) Self-help.
  - (g) Career/vocational.
- The Visual System.
  - (a) Anatomy/physiology of the eye.
  - (b) Diseases and causes of visual handicapping conditions; physical effects.
  - (c) Educational implication of other factors effecting the eye which may not be considered handicapping.
  - (d) Principles of optics and knowledge of low vision aids, both near and distances.
- Assessment/Evaluation.
  - (a) Functional vision evaluation.
  - (b) Considerations in utilizing general standardized and informal tests with the visually handicapped.
  - (c) Utilization of support personnel for further evaluation including orientation and mobility, occupational therapy, physical therapy, and audiology.
  - (d) Interpretation of clinical reports including those of low vision specialists and ophthalmologist.
  - (e) Knowledge of administration and evaluation of informal and formal assessment procedures designed specifically for visually handicapped learners to include vision, motor, cognition, language and self-help.

(f) Determination of degree of need in the compensatory skills areas.

(g) Low vision aids evaluations in cooperation with the eye care specialists.

(h) Vision screening practices for the entire school population.

- Teaching Compensatory Skills: Knowledge of the Skills Area, Proficiency in the Skill Area, and Ability to Implement Instructional Strategies in:

(a) Braille.

(b) Typing.

(c) Low vision aids.

(d) Use of specialized equipment and materials.

(e) Listening skills.

(f) Study skills and use of reference materials.

(g) Tactile skills.

(h) Readiness skills.

(i) Visual efficiency.

(j) Motor skills.

(k) Recreation and leisure time activities.

(l) Orientation and mobility.

(m) Concept development.

(n) Daily living skills.

(o) Career/vocational skills.

(p) Social awareness skills.

- Management and Selection of Specialized Equipment and Materials.

(a) Selection and acquisition of equipment and materials.

- (b) Impact of specialized equipment and materials on regular classroom setting.
- (c) Design and production of adapted materials.
- (d) Utilization of available technology.
- (e) Utilization of specialized equipment and materials for the child who is both visually and physically impaired.

- Organization/Communication/Consulting Skills.
  - (a) In the Educational Setting:
    - (1) Record keeping.
    - (2) Scheduling.
    - (3) Program development and coordination.
    - (4) Inservice training.
    - (5) Consulting with administrators, teachers, and support personnel.
    - (6) Determining impact of regular curriculum on the visually handicapped student.
    - (7) Role of teacher of the visually handicapped in the staffing process.
  - (b) In the Community:
    - (1) Consulting with parents.
    - (2) Public awareness.
    - (3) Advocacy.
    - (4) Awareness and utilization of local, state, and national resources.
- Consulting Skills Related to:
  - (a) Career education.
  - (b) Vocational needs.
  - (c) Social adjustment.

(d) Personal implications of visual impairment.

(e) Sex education and human sexuality.

(f) Self-esteem.

(g) Assertiveness.

- Methodology for the Non-Handicapped Child.

  (a) Elementary methods of teaching reading, language arts, social studies, science, and mathematics.

  (b) Secondary level coursework in career education or vocational education and secondary methods of teaching.

- Field Experience/Practicum. The practicum should be of sufficient scope, intensity, and length to assure the demonstration of all the previous competencies. The cooperating teacher, principal, and supervisor must make recommendations for endorsement that confirm that the competencies addressed in the standards have been demonstrated.

Special Education Teacher 2: Severe Needs: Hearing (0-21)

To be endorsed Special Education Teacher 2 (Severe Needs: Hearing), an applicant shall:

o Have completed a Bachelor's degree from an accredited institution of higher education.

o Have completed the Special Education Core.

o Have completed an approved graduate level program in Severe Needs: Hearing designed to develop knowledge and skills in the following areas:

- Meeting Developmental Compensatory Needs of the Child -- Audition:

  (a) Knowledge of etiologies and all degrees, mild through profound, of hearing loss, and their effects on language and speech development.

  (b) Knowledge of pathologies of the auditory system, conductive, sensorineural and mixed, and their effects on communicative, psychological, social, and educational functioning. Knowledge of abnormal auditory development.

(c) Knowledge of amplification to include: Classroom acoustics including noise and reverberation; personal amplification; direct teacher and student amplification; limitation of amplification, aided gain and performance in noise.

(d) Ability to trouble-shoot hearing aid problems and assist others, educators, parents, and children, in becoming comfortable with the parts and functions of group and personal amplification.

(e) Knowledge of specific physical problems sometimes associated with communication.

(f) Knowledge of environmental barriers that require modification.

(g) Ability to conduct informal assessments of auditory functioning and to interpret and report results.

(h) Ability to observe, record, and interpret auditory behavior in the classroom and utilize appropriate resources.

(i) Ability to provide training to other professionals and parents in hearing loss and amplification

(j) Ability to conduct hearing screening.

(k) Ability to provide auditory skill development for all degrees of hearing loss.

- Meeting Developmental Compensatory Needs of the Child -- Language:

(a) Knowledge of oral language development, signed language development and written language development, to include pragmatic, morphologic, semantic, and syntactic structures, both receptive and expressive.

(b) Knowledge of language disorders.

(c) Knowledge of the relationship between language and cognition, reading and content areas.

(d) Knowledge of written language discourses as well as oral language.

(e) Skills in strategies/techniques for teaching normal language development and the ability to determine the need for utilization of supplemental language curricula and approaches along with resources.

(f) Ability to assess the language competency necessary to utilize specific written materials.

(g) Skill in strategies/techniques for the development of written language skills.

- Meeting Developmental Compensatory Needs of the Child -- Speech:

(a) Knowledge of normal speech development, including: phonology, rhythm, prosidy, and suprasegmentals.

(b) Knowledge of speech characteristics in the development of speech in the hearing impaired child.

(c) Knowledge of speech science and anatomy of the speech and hearing mechanism, with emphasis on application.

(d) Knowledge of visual, auditory, and tactile kinesthetic correlates of speech.

(e) Knowledge of formal and informal assessment of communicative functioning of hearing impaired.

(f) Ability to administer instruments designed specifically for communicative assessment of hearing impaired and to interpret and report results.

(g) Skills in strategies/techniques for speech development.

(h) Ability to modify, adapt, or change equipment, materials, and teaching techniques according to the students' physical needs.

- Meeting Curricular/Academic Needs.

(a) Knowledge and skills in the teaching of reading, language arts, social studies, science and mathematics to normal elementary children and appropriate secondary methods of teaching.

(b) Skills in strategies/techniques for the development of prerequisites to reading.

(c) Ability to administer and interpret formal and informal assessment of academic areas with emphasis on reading to include diagnostic testing, achievement testing, and inventories.

(d) Knowledge of reading series and the ability to analyze such for the language level of the hearing impaired child.

(e) Skills in strategies/techniques for teaching comprehension skills.

(f) Ability to modify, adapt or change academic course content and materials according to the language and auditory competencies of the hearing impaired child.

(g) Utilization of specialized equipment and materials for the child who is both auditorially and physically impaired.

- Meeting Social/Emotional Needs:

(a) Knowledge of normal social/emotional psychological development; indicators of abnormal behavior; and social/emotional issues related to hearing impairments.

(b) Awareness of strategies/techniques in creating a positive learning environment which includes: nurturing, affective education, behavioral management and counseling and their coordination.

(c) Knowledge of appropriate school and community resources.

- Meeting Classroom Management Needs. Knowledge of appropriate classroom modifications necessary for use with hearing impaired.

- Meeting Parent/Home/Family Needs. Skill in strategies/techniques in developing/encouraging parent participation, specifically in providing emotional support, parent child interaction modeling and exchange of information.

- Meeting Vocational/Avocational Needs:

(a) Knowledge of career education resources and strategies.

(b) Skill in infusion of career education into curriculum.

(c) Knowledge of independent living skills.

- Meeting Over-All Communication Needs of the Child:

  (a) Knowledge of historical and current educational and sociological issues related to the hearing impaired.

  (b) Knowledge of processing, motor, visual, and cognitive deficits and their ramification with hearing impairment.

  (c) Knowledge of sign systems utilized by the hearing impaired and basic competency in the use of at least one system.

  (d) Knowledge of non-verbal communication.

  (e) Awareness of mechanical aids for communication.

- Meeting Consultation Needs of the Teacher.

  (a) Skill in effective communication, including: nonjudgmental listening, questioning, maintaining open communication, and objectivity and establishing rapport.

  (b) Skills in organization and time management.

  (c) Knowledge of entry techniques for consultation.

  (d) Skill in development, implementation and evaluation of consultation plans.

- Field Experiences. The practicum should be of sufficient scope, intensity, and length to assure the demonstration of all the previous competencies. The cooperating teacher, principal, and supervisor must make recommendations for endorsement that confirm that the competencies addressed in the standards have been demonstrated.

Special Education Teacher 2: Severe Needs: Communication (5-12, 12-21, or 5-21)

To be endorsed Special Education Teacher 2 (Severe Needs: Communication), an applicant shall:

o Have completed a Bachelor's degree from an accredited institution of higher education.

o Have completed the Special Education Core.

o Have completed an approved graduate level program in Severe Needs: Communication designed to develop knowledge and skills in the following areas:

  - Knowledge/Awareness.

(a) Knowledge of oral comprehension, oral expression, reading, and writing including:

  (1) Knowledge of anatomical, physiological, and neurological bases of communication.

  (2) Knowledge of Psychological and linguistic bases of communication.

  (3) Knowledge of communication disorders with emphasis on language disorders.

(b) Knowledge of behavior management theories, systems, and strategies.

(c) Knowledge of effective individual learning and problem solving strategies for use by students having communication disorders.

(d) An awareness of the implications of neurological disorders on students' fine motor, gross motor, and sensori-motor integrative functioning.

- Assessment/Appraisal:

(a) Knowledge of formal and informal procedures used by other professionals to assess language and other communication disorders.

(b) Knowledge and skill in the assessment of oral comprehension, oral expression, reading and writing as related to educational functioning and needs.

(c) Knowledge of procedures and instruments used by other professionals to assess social/emotional functioning.

(d) Ability to observe, describe, and interpret social/emotional behavior within school environments.

(e) Knowledge of procedures and instruments used by other professionals to assess cognitive functioning.

(f) Knowledge and skill in the formal and informal assessment of students' repertoire of learning strategies and their ability to use alternative strategies.

(g) Knowledge of evaluation procedures used by other professionals in the assessment of fine motor, gross motor, and sensori-motor functioning.

(h) Knowledge and skill in the formal and informal assessment of fine motor, gross motor, and sensori-motor functioning.

- Implementation/Intervention.

(a) In-depth knowledge and skills in the development and application of intervention strategies for disorders in oral comprehension, oral expression, reading, and writing.

(b) Ability to implement intervention strategies, including: [Data missing on materials provided.]

(c) In-depth knowledge and skills to assist students in their development, use and transfer (generalization) of individual learning strategies.

(d) Ability to develop students' appropriate social/emotional functioning through the use of individual and group interactive techniques.

(e) Ability to communicate with parents and others concerning students' social/emotional functioning.

(f) Knowledge and skills in the development and application of intervention strategies for disorders of fine motor, gross motor, and sensori-motor functioning.

(g) Ability to implement intervention strategies developed by or in cooperation with motor specialists.

- Foundations and Professional Relations:

(a) Knowledge of the foundations of general education, including history, philosophy, financing and organization of the public elementary and secondary schools.

(b) Knowledge of the legal aspects of general education, including the legal rights and due process of students, parents, teachers, administrators, and school boards.

(c) Knowledge of current issues in education including educational accountability, teacher tenure, collective bargaining, grievances and grievance procedures.

(d) Ability to consult with and provide consultation to others, especially regular and special educators, regarding communication disorders and the implementation of education programs for students with communication disorders.

- Curriculum:

  (a) In-depth knowledge and skill in adapting, modifying, and developing curriculum and teaching methodologies in relevant academic areas, including reading and math, for students with communication disorders.

  (b) Ability to adapt, modify, and develop curriculum in cooperation with appropriate vocational specialists to meet life skills, prevocation, vocational, and career needs of students with communication disorders.

  (c) Knowledge of instructional media, including the application of technology for students with communication disorders.

Special Education Teacher 2: Severe Needs: Affective (5-21)

To be endorsed Special Education Teacher 2 (Severe Needs: Affective), an applicant shall:

- o Have completed a Bachelor's degree from an accredited institution of higher education.
- o Have completed the Special Education Core.
- o Have completed an approved graduate level program in Severe Needs: Affective/Behavior designed to develop knowledge and skills in the following areas:

  - Environmental Management and Intervention.

    (a) Understanding of systems theories and change processes.

    (b) Understanding of human interpersonal dynamics and communication skills.

    (c) Skills in environmental assessment and interventions, including the ability to understand environmental causes of emotional and behavioral problems.

    (d) Understanding of physical and emotional factors in the environment which influence learning.

    (e) Understanding of consultation theory and knowledge of service agencies.

- Behavior Management.

  (a) Knowledge of the major theories of human behavior change.

  (b) Knowledge and skills in observational and diagnostic processes.

  (c) Knowledge and skills in a variety of interventions which cause behavior change.

  (d) Knowledge and skills in designing, implementing, and evaluating behavior management systems.

- Methodology, Curriculum, and Academic Content.

  (a) Ability to diagnose present level of skill and academic performance.

  (b) Knowledge of scope and sequence of curricular areas.

  (c) Understanding of task analysis.

  (d) Skills in a variety of instructional techniques and teaching strategies.

  (e) Knowledge of cognitive development and skills in applying that knowledge in the instructional process.

  (f) Ability to help students apply, integrate, and generalize learned skills.

  (g) Ability to teach students to approach and solve problems.

  (h) Skills in planning and organizing classroom instruction.

  (i) Understanding of a variety of appropriate instructional materials.

- Career/Vocational Education.

  (a) Understanding of the theory, structure, and programming parameters of career/vocational education as they relate to students with affective/behavioral needs.

  (b) Ability to assess the career/vocational needs of students.

  (c) Ability to integrate academic content with career/vocational preparation.

(d) Knowledge of available material and human and/or agency resources in career/vocational education.

- Affective and Social Skill Development.

  (a) Understanding of normal and abnormal social/emotional development.

  (b) Knowledge of personality development and social dynamics.

  (c) Understanding of cognitive development as it relates to social/emotional development and behavior performance.

  (d) Understanding of physical development, physical disability, and health impairments as they relate to social/emotional development and behavior performance.

  (e) Ability to diagnose the social, emotional, and behavioral needs of students.

  (f) Skills in the development of instructional programs for socially, emotionally, and behaviorally disordered students.

  (g) Knowledge of materials and resources.

- Counseling.

  (a) Understanding of counseling theory and techniques which facilitate school functioning of children.

  (b) Demonstrated skills in listening, problem-solving, and crisis intervention.

  (c) Knowledge of individual and group interventions and an understanding of appropriate applications.

  (d) Knowledge of auxiliary services and ability to utilize the referral process, when appropriate.

- Consultations.

  (a) Understanding of parent needs and ability to communicate and work with parents or guardians.

  (b) Skills in interdisciplinary communication and team functioning.

  (c) Skills in problem solving and conflict resolution.

(d) Skills in implementing planned integration of handicapped students into regular education.

- The practicum should be of sufficient scope, intensity, and length to assure the demonstration of all the previous competencies. The cooperating teacher, principal, and supervisor must make recommendations for endorsement that confirm that the competencies addressed in the standards have been demonstrated.

Special Education Teacher 3: Profound Needs (0-21)

To be endorsed Special Education Teacher 3 (Profound Needs), an applicant shall:

- Have completed a Bachelor's degree from an accredited institution of higher education.
- Have completed the Special Education Core.
- Have completed an approved program in Profound Needs designed to develop knowledge and skills for the severely/profoundly multihandicapped child in the following areas:
  - Medical Aspects/Causes and Characteristics:

    (a) Awareness of medical, educational, and therapeutic terminology relating to the Profound Need child and available references for further explanation.

    (b) Knowledge of causes and characteristics resulting in Profound Needs.

    (c) Basic understanding in the areas of anatomy, physiology, and brain functioning as it applies to the handling and training of the profound needs child.

    (d) Awareness of medications and medical complications and their treatment including: tube feeding, catheterization, postural drainage, seizures; the role of medical personnel; available medical resources; and the role of educational personnel in caring for these problems.

    (e) Knowledge of procedures to be used during potential emergencies.

    (f) Knowledge of health and nutrition issues relating to the profound needs child.
  - Child Development:

(a) Ability to identify sequences of normal child growth and development and to identify critical developmental delays relative to the profound needs child in the areas of: communication, gross and fine motor, sensory, and perception, cognition, social/emotional abilities, and self-care and independent living skills.

- Assessment/Evaluation:

(a) Knowledge of and ability to use a variety of formal and informal methods and tools to assess/evaluate the profound needs child in school, home, vocational, and community settings in the following areas:

(1) Cognitive development.

(2) Motor development.

(3) Sensory and perceptual development.

(4) Communicative development including communicative intent, pre-language, and language development.

(5) Social/emotional development.

(6) Self-care and independent living skills.

(7) Prevocational and vocational skills.

(b) Ability to select, adapt, and modify existing tools/methods to accommodate the unique abilities/disabilities and needs of each profound needs child.

(c) Knowledge of alternative communication systems including sign language, electronic devices, pictures and symbol systems, language boards, issues related to choosing a system and the ability to implement systems.

(1) Social-Emotional. Ability to design and implement programs in the following areas: behavior management, leisure time, sexuality, peer and adult interaction, age-appropriate play skills, affective behavior and self-concept.

(2) Self-care and Independent Living Skills. Ability to task analyze and implement programs to facilitate maximum independent functioning in the living environment, including alternative living situations in the following areas: self-care, domestic, community survival and health.

(3) Prevocational and vocational training.

- Ability to design and implement prevocational/vocational training programs and utilize/adapt existing curricula, methods, strategies and materials in the following areas: career awareness, task analysis of work skills, conceptual development of work tasks, and work related behavior/habits.

- Knowledge of issues relating to chronological and developmental age as they apply to methods and strategies for teaching prevocational/vocational skills to the profound needs child.

- Knowledge of the continuum of services available for vocational training and placement of the profound needs child during or after exiting educational programming and the system for accessing these services.

- Classroom Management.

  (a) Ability to develop management strategies for development/utilization of curriculum, program planning, scheduling, and organization of activities, and use of paraprofessionals and ancillary personnel.

  (b) Ability to physically arrange the instructional setting to accommodate and to facilitate learning.

- Communication/Consultation:

  (a) Knowledge of roles and responsibilities of service provision staff and knowledge of the interdisciplinary team function to provide consistent programming for the profound needs child.

  (b) Awareness of family dynamics and the effects of the profound needs child on the family.

  (c) Ability to provide and receive consultation, including: the presentation and reception of information; the development of practical strategies; the incorporation of the family into the educational plan; and the ability to evaluate consultative activities.

(d) Awareness and knowledge of community resources specific to the profound needs child and how to access the various systems.

- Field Experiences. The practicum should be of sufficient scope, intensity, and length to assure the demonstration of all the previous competencies. The cooperating teacher, principal, and supervisor must make recommendations for endorsement that confirm that the competencies addressed in the standards have been demonstrated.

Special Education Teacher 4: Early Childhood Special Education (0-5)

To be endorsed Early Childhood Special Education, an applicant shall:

- Have completed a Bachelor's degree, preferably in a human services area, from an accredited institution of higher education.
- Have completed the Special Education Core.
- Have completed an approved graduate level program in Early Childhood Special Education designed to develop knowledge and skills in the following areas:
  - Child Growth and Development

    (a) Knowledge of normal child growth and development in the young child in terms of physical, communicative, cognitive and social/emotional functioning and their application to developmental and educational progress.

    (b) Knowledge of the impact of environmental factors, such as the family, society, and culture, on the young child's development.

    (c) Knowledge of identifiable developmental deviations in the young child.

    (d) Knowledge of causes of identifiable developmental deviations in the young child, the family, and society.
  - Foundations and Professionalism in Early Childhood Special Education.

    (a) Knowledge of the history of an rationale for Early Childhood Special Education.

    (b) Knowledge of the various theoretical foundations relevant to Early Childhood Special Education.

(c) Knowledge of current issues in Early Childhood Special Education.

(d) Knowledge of research in Early Childhood Special Education.

- Early Childhood Special Education Service Delivery Systems and program Evaluation.

(a) Knowledge of and ability to develop service delivery alternatives, including:

(1) Home-based programs.

(2) Center based programs (regular preschool with support/modification, integrated preschool, self-contained special education preschools).

(3) Combination programs (home and center based).

(b) Knowledge of the importance of program evaluation relative to services for young handicapped children.

(c) Knowledge of principles and practices of Early Childhood Special Education program evaluation.

(d) Skills in Early Childhood Special Education program evaluation and utilization of program evaluation information.

- Early Childhood Special Education Identification and Assessment.

(a) Knowledge and skills in the assessment of young handicapped children, regardless of the nature of the disability or severity level, and including abilities in:

(1) Screening.

(2) Observational techniques.

(3) Appropriate formal and informal assessment practices.

(4) Collection, evaluation, and utilization of data from other sources.

(5) Written and oral presentation of assessment information.

(b) Skills in the interpretation and application of child assessment information in planning intervention strategies.

- Instructional Strategies for Early Childhood Special Education.

    (a) Skills in planning instructional strategies for individuals and groups based on assessment data and individual needs.

    (b) Skills in the implementation of specific, sequential developmental strategies and remedial strategies for individuals and groups.

    (c) Skills in monitoring and modifying instructional strategies and content based upon individual progress.

    (d) Knowledge and skills in a variety of individual and group management approaches and techniques.

- Family Support and Involvement

    (a) Ability to identify family needs relevant to the young handicapped child.

    (b) Ability to provide appropriate family services to met the identified needs and/or to provide referral to appropriate agencies.

    (c) Ability to design and develop appropriate follow-through strategy for the young handicapped child and family to be implemented in the home.

    (c) Ability to design and develop appropriate follow-through strategies for the young handicapped child and family to be implemented in the home.

    (d) Ability to develop and implement family education programs and family participation alternatives.

- Communication, Consultation, and Team Functioning.

    (a) Knowledge and skills in effective communication, group processes, and collaborative problem solving, especially with parents and families.

    (b) Ability to utilize these skills to consult with any person or agencies involved with the young handicapped child regarding the implementation of educational services.

(c) Ability to utilize these skills to function as a member of an interdisciplinary team.

- Field experiences. The practicum should be of sufficient scope, intensity, and length to assure the demonstration of all the previous competencies. The cooperating teacher, principal, and supervisor must make recommendations for endorsement that confirm that the competencies addressed in the standard have been demonstrated.

Occupational Therapist, K-12

To be endorsed Occupational Therapist, an applicant shall be certified as an occupational therapist, registered by the American Occupational Therapy Association, and shall have satisfactorily completed an approved occupational therapist program, in an accepted institution of higher education, designed to develop knowledge and skills in the following areas:

- Orientation to the role of the school occupational therapist.

- Scientific application of accepted therapeutic theories and practices of evaluation and treatment methods to achieve maximum function, independence, emotional, social, and physical adjustment for each student served.

- Staffing in consultation with physicians, physical therapists, speech correctionists, nurses, social workers, psychologists, counselors, and other specialists.

- Community resources.

- Legal rights and due process of students, parents, teachers, administrators, and school boards.

- Maintenance of records.

- Educational alternatives for children requiring the services of an occupational therapist.

- Full-time clinical affiliations in cooperating hospitals and health agencies, or field experience with handicapped children supervised by a qualified therapist.

- Applicants who have completed a bachelor's degree in <occupational Therapy from an accredited institution of higher education, who are certified as an occupational therapist, registered by the American Occupational Therapy Association, and who have met certification requirements as specified in certain Sections of these Rules above shall be eligible for a three-year Provisional I Certificate.

- Upon completion of three years' successful experience as a school occupational therapist, K-12, and verification by the applicant's supervisor that the applicant has demonstrated the necessary competency to serve as an occupational therapist in the Colorado public schools, and completion of certification requirements as specified above, the applicant shall be eligible, upon application, for a Type E, Special Service Certification, endorsed K-12: Occupational Therapist.
- The basis and purpose of the special provisions Sections of the Rules, is to add professional association certification as an endorsement requirement and to establish a procedure by which occupational therapists who have not completed course work specific to functioning in a school setting can be issued provisional certificates.

Physical Therapist, K-12

To be endorsed Physical Therapist, an applicant shall be licensed to practice physical therapy in the State of Colorado and shall have satisfactorily completed an approved physical therapist program in an accepted institution of higher education designed to develop knowledge and skills in the following areas:

- Orientation to the role of school physical therapist.
- Provision of physical therapy services to sensori-motor development and function.
- Gross and/or fine motor screening.
- Assessment and evaluation of referred children.
- Normal sensory-motor development and function.
- Community resources.
- Staffing processes and procedures.
- Interpretation of medical reports and prescriptions and appropriate compliance.
- Educational alternatives for sensory-motor handicapped children.
- Legal rights and due process of students, parents, teachers, administrators, and school boards.
- Maintenance of records.

- Consultations with teachers and other professional groups, and parents.
- Treatment of sensory-motor problems.
- Supervised practicum in a school setting or two years of field experience with sensory-motor impaired children supervised by a qualified, registered physical therapist.
- Applicants who have completed a bachelor's degree in Physical therapy from an accredited institution of higher education, who are licensed to practice physical therapy in the State of Colorado and have met certification requirements in certain Sections of these Rules but who have not met Standards above shall be eligible for a three-year Provisional I Certificate.
- Upon completion of three years' successful experience as a school physical therapist, K-12, and verification by the applicant's supervisor that the applicant has demonstrated the necessary competency to serve as a physical therapist in the Colorado public schools and completion of certification requirements as specified above, the applicant shall be eligible, upon application, for a Type E, Special Service Certification, endorsed K-12: Physical Therapist.
- The basis and purpose of the special provision of the Rules is to add licensure as an endorsement requirement and to establish a procedure by which physical therapists who have not completed course work specific to functioning in a school setting can be issued provisional certificates.

Audiologist, K-12

To be endorsed Audiologist, an applicant shall have satisfied the following requirements:

- Hold a master's or higher degree in audiology from an accepted institution of higher education.
- Have completed an approved graduate-level program in audiology.
- Demonstrated competencies for providing services to preschool and school age children in the following areas:
    - Identification audiometry, including pure tone audiometric screening and impedance measurements.

- Threshold audiometric evaluation, including pure tone and bone conduction, speech reception and discrimination, impedance measurement, special tests, and differential diagnosis of auditory disorders.

- Medical and educational referral procedures and criteria.

- Assessment and evaluation of hearing impaired children relative to their skills in receptive and expressive language, auditory processing, speech including articulation, voice and rhythm, and academic achievement.

- Staffing processes and procedures.

  (a) Interpretation of assessment results and their implications on social, emotional, linguistic and academic development.

  (b) Educational alternatives for hearing impaired children including self-contained classrooms, resource room and integration, intinerant programming, and vocational and work-study programming.

  (c) Legal aspects of special education, especially the legal rights and due process of students, parents, teachers, administrators, and school boards.

- Management procedures for speech and language habilitation/rehabilitation of hearing impaired children including selection, use, maintenance of an orientation to appropriate amplification instrumentation for the hearing impaired, both wearable and group; auditory training; speech training including articulation, voice and rhythm; visual communication training to include manual communication; development of language and reading skills; selection and use of appropriate instructional materials and media.

- Consultation with classroom teachers and other professionals regarding the relationship of hearing impairment to the development of academic, social, and emotional skills; solicitation of support for enhancing the development of auditory functioning and communication skills; recommendations of appropriate modifications in the academic methods, materials and facilities used with hearing impaired children.

- Parent counseling including emotional support, information about their child's hearing loss and its implications, and parent-child interaction to maximize auditory, language, and speech development.

  - Maintenance of records on assessment and evaluation, placement decisions, treatment objectives, procedures employed, results obtained, and reports.

- Preservice and inservice education, including training and supervision of support personnel needed to implement a hearing conservation program, participation in the development and implementation of teacher inservice training and environmental noise control.

- Supervised practicum or internship within a school setting under the supervision of a certified audiologist (or under the combined supervision of a clinical audiologist and a teacher of the hearing handicapped).

Peripatology, K-12

To be endorsed in Peripatology, an applicant shall hold a master's or higher degree and shall have satisfactorily completed an approved peripatology program, in an accepted institution of higher education, designed to develop knowledge and skills in the following areas:

- Travel techniques, including: indoor, outdoor, use of sighted guide, basic care techniques, and use of common modes transportation.

- Sensory training, including: visual, auditory sound, olfactory, tactual, cutaneous, kinesthetic, and proprioceptive.

- Alternative mobility aids, including: dog guides, low vision aids, and electronic, ultrasonic, and other technological aids.

- Concept development, including: evaluation and instruction in body imagery, literality and directionality, cardinal directional concepts, time and distance concepts, spatial terminology, and environmental concepts.

- Course time allotments.

- Maintenance of records.

- Relationship to the family and other community services.

- Field experience. In depth experiences with visually impaired children and youth early in the preparation program and continuing throughout the program.

Speech Correctionist/Language Specialist, K-12

To be endorsed Speech Correctionist/Language Specialist, an applicant shall have satisfied the following requirements:

- o Hold a master's or higher degree and have completed an approved program in speech pathology from an accepted institution of higher education.
- o Demonstrate competencies for providing services to preschool and school age children within the school setting, under the supervision of a certificated speech/language specialist or speech correctionist in the following areas:
  - Identification of speech, language, and hearing problems.
  - Assessment and evaluation of children suspected of having handicapped conditions relative to their abilities in:
  - Receptive and expressive language, including syntax (word order, word form, developmental level, prosody) and semantics (vocabulary, concepts, and word finding).
  - Auditory processing, including sensation (acuity), perception (discrimination, sequencing, analysis and synthesis) and memory.
  - Articulations, including phoneme productions in single words, phoneme productions in sentences, and oral-peripheral exam.
  - Voice, including respiration, phonation (pitch, intensity, quality), and resonance.
  - Rhythm, including hesitant speech, stuttering, cluttering, and related disorders (e.g., aphasis, cerebral palsy).
  - Staffing and placement considerations as they relate to the communication problems of the child in accordance with the legal aspects of special education, especially the legal rights and due process of students, parents, teachers, administrators, and school boards.
  - Treatment alternatives for identified communication problems.
  - Consultation with classroom teachers and other professionals regarding the relationship of communication skills to the development of academic, social, and emotion skills.
  - Counseling of parents regarding their child's communication problems.

  - Maintenance of records on assessment and evaluation, placement decisions, treatment objectives, procedures employed, results obtained, and reports made.

  - Preservice and inservice education, including assistance in the supervision of student teachers, participation in the development and implementation of inservice program, and assistance in the supervision of paraprofessional aides.

Director of Special Education, K-12

To be endorsed Director of Special Education, an applicant shall have satisified the following requirements:

- Hold a master's or higher degree in educatin or in a related field of special services such as school psychology, school social work, or speech correction.

- Have a minimum of two years experience working with handicapped children.

- Have completed an approved program for the preparation of directors of special education in an accepted institution of higher education, redesigned to develop knowledge and skills in the following areas:

  - Communications: objective and humanistic communication and leadership training techniques.

  - General school administration.

    (a) Personnel, administration, public school finance and law, litigation, and due process.

    (b) Planning, implementing, and evaluating educational programs.

  - Special education.

    (a) Learning handicaps of the various disabilities.

    (b) Procedures for identifying and programming for all handicapped children.

    (c) Planning, organizing, and utilizing resources.

    (d) Evaluation of delivery systems.

    (e) Establishing evaluation plans, conducting program evaluations and organizing evaluation data into a system for decision-making purposes.

III. RELATIONSHIP TO WORLD OF PRACTICE

Clinical and Field Based Experience

- Field Experiences:
  - Planned field experiences throughout the approved program of special education to include:
    - (a) Some exposure to a broad range of students consistent with levels of endorsement being sought.
    - (b) Some supervised practice in functioning as a member of an interdisciplinary team.
    - (c) Experience in elementary or secondary level classroom for students with general educational needs, including supervised planning and implementation of instructional programs.
    - (d) Experience in elementary or secondary classrooms for students with a variety of exceptional educational needs, including supervised planning and implementing of instructional programs.
  - The practicum should be of sufficient scope, intensity, and length to assure the demonstration of all the previous competencies. The cooperating teacher, principal, and supervisor must make recommendations for endorsement that confirm that the competencies addressed in the standards have been demonstrated.
  - Planned experiences with children and youth throughout the approved program of professional education.
  - Student teaching in the grade level(s) and endorsement area(s) under a college supervisor and a certificated teacher whose endorsement is consistent with that sought by the student teacher and including significant and continuous involvement of the cooperating teacher in the evaluation of the student teacher.

Follow-up of Graduates

- Teachers employed by the school districts of the state who have completed their teacher preparation at accepted institutions of higher education in this state shall evaluate their teacher education programs during their first and third years of teaching.

- The purpose of the follow-up evaluation is to provide an opportunity for Colorado teacher education graduates and their employers to review and evaluate the teacher preparation provided by Colorado institutions of higher education and to communicate these evaluations to the institution's administration and faculty, the Colorado Department of Education, and the State Board of Education.

- Colorado teacher training institutions will have the opportunity to utilize these data to:
    - Revise existing course offerings;
    - Revise program emphasis;
    - Identify areas of concern;
    - Provide information concerning public school needs;
    - Supply a base for overall program review and revision.

- The institution has established a system for evaluation and improvement of the total teacher preparation program on the basis of candidates' and graduates' performance and/or input.

Relationship with Field

- The Colorado Department of Education complies data from every local education agency which employees a graduate of an approved Colorado teacher training program. (See "Follow-up of Graduates" above.)

Monitoring - Assessment/Competencies

- See "Advisory Services" which follows.

Advisory Services

- The institution provides systematic advising and/or counseling services designed to provide advice and counsel to students considering enrolling in, or already admitted into, teacher education programs.

- The institution shall establish a means of evaluating students within teacher education programs in order to identify those individuals with special problems in time to overcome the problems or to direct the student to another areas of study without excessive loss of academic credit.

- o The institution has established criteria, written procedures and a final review process in order to determine whether a candidate will be recommended for certification. Examinations and levels of acceptable performance necessary adopted by the State Board of Education as specified in Sections 22.00 and 23.00 of the Rules.

IV. STUDENTS

Admission

- o Each candidate must meet the following defined standards in addition to any other requirements established by the institution of higher education. Prior to admission to the teacher education program, and no later then during their first class in the professional education sequence, each candidate must present:
  - Evidence of having worked successfully with children or young people;
  - A passing score on the State Board adopted basic skills test which consists of computational skills, oral and written English, as defined in Sections 22.00 and 23.00, and;
  - Evidence of having met at least one of the following:
    - (a) A rank in the top two quartiles of the candidate's high school graduating class.
    - (b) A score at or above 19 on the American College Test or a score of 820 or above on the Scholastic Aptitude Test; or
    - (c) A grade point average of at least 2.50 on a 4.00 scale for at least 30 semester hours of the most recent college or university course work.

Completion of Program/Evaluation - Exit Criteria

- o The institution has established criteria, written procedures, and a final review process in order to determine whether a candidate will be recommended for certification. Examinations and levels of acceptable performance necessary for institutional recommendation are to be adopted by the State Board of Education as specified in these Rules.

Multicultural Groups and Persons with Disabilities

- o Colorado accepted institutions of higher education may request alternative screening programs to demonstrate competencies as described, and alternatives to the qualifications for admissions to Teacher Education programs. Such alternatives shall be requested pursuant to these Rules and may include up to five percent of the applicants annually entering the approved program of an accepted institution.

V. FACULTY

Qualification/Assignment

- Faculty for teacher education program. All individuals responsible for the preparation of prospective classroom teachers should have the expertise in their field with appropriate academic credentials and professional experience.

Faculty Load

- No provision stated.

Faculty Development

- No provision stated.

Faculty Evaluation

- No provision stated.

VI. GOVERNANCE

Relationship of Program to Institution

- The institution's goals include and are consistent with the offering of teacher education programs.

Authority/Autonomy

- No provision stated.

Structure and Administration

- No provision stated.

Planning

- The institution has an administrative and policy development structure that provides the coordinating, planning, and evaluative processes necessary to the conduct of teacher education programs.

- The program provides for continuous evaluation and program modification based on evaluation.

VII. RESOURCES

Personnel

- No provision stated.

Fiscal

- No provision stated.

Facilities

- No provision stated

Library, Equipment, Supplies

- The program is supported by adequate and sufficient instructional resources, materials, and equipment.

ACCREDITING STATE: WASHINGTON, D.C.

MAILING ADDRESS:

Division of Special Education and
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D.C. Public Schools
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CONTACT:

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STANDARDS PUBLICATION:

Approved State Standards for Accrediting Special Education Teacher Training Programs in the District of Columbia

PROFILE: ACCREDITATION STANDARDS - DISTRICT OF COLUMBIA

I. ELIGIBILITY

General

- An institution must submit a written request for an onsite state evaluation of its teacher education program(s) to the Director of the Department of Certification and Accreditation, D.C. Public Schools.

- The institution must hold membership in the Middle States Association of Colleges and Schools.

- Programs shall be developed and approved in accordance with the established standards of the National Association of State Directors of Teacher Education and Certification (NASDTEC).

- Programs shall be reviewed and evaluated in terms of the established standards, including stated competencies and courses, and in terms of procedures as set forth in the Certification Regulations for Teachers, 1986.

- The Superintendent of Schools recommends approval to the State Board of Education.

- Generally, approval is for 5 years.

Relationship Between Accreditation and Certification

- Before graduates of teacher education programs are certified in the District of Columbia as teachers or other instructional personnel, the programs from which they are graduated must be approved by the D.C. Board of Education.

II CURRICULUM

Overall Institutional

- Refer to NASDTEC Standards.

Specialist Courses (Core Curriculum)

Special Education and Pupil Personnel Service (Grades Pre K - 12) (License IV, Class 1)

- Special education teachers shall meet the following requirements for a Class 1 license:
  - A bachelor's degree in elementary education, secondary education or special education from an accredited institution.

- A course in observation and student teaching, or a minimum of one (1) year teaching experience with a rating of satisfactory in the area of specialization.
- Completion of the following courses or similar courses, satisfactory to the Director of Certification:
  - (a) Classroom management.
  - (b) Educational psychology.
  - (c) Human growth and development.

o In addition to the above requirements, teachers shall satisfactorily complete the following courses for a Class 1 license:

- Career education for the handicapped.
- Corrective and remedial techniques in mathematics.
- Corrective and remedial techniques in reading.
- Introduction to exceptional children, or survey of exceptional children.
- Methods and materials of teaching exceptional children.
- Psychology of exceptional children.

Teachers who primarily work with a specific area of handicap in self-contained classes, special stations, special schools, or who provide itinerant services for the visually impaired shall satisfactorily complete the following courses for a Class 1 licence:

o Educational diagnosis and evaluation.

o Supervised practicum in the area of concentration.

Teachers who primarily work with a specific area of handicap in self-contained classes, special stations, special schools, or who provide itinerant services for the visually impaired, shall satisfactorily complete a minimum of fifteen semester hours in the content areas, excluding supervised practicum, with six hours being taken from among the first five courses as listed in each of the following categories:

Teachers of the Deaf

o Speech and language development of the deaf.

o Teaching language to the deaf.

- Procedures for teaching the deaf.
- Audiology - measurement of hearing.
- Manual communication.
- Anatomy and physiology of auditory and vocal mechanisms.
- Behavior management techniques.
- Clinical audiology.
- Cued speech.
- Linguistics.
- Medical aspects of physical disability.
- Mental Hygiene.
- Phonetics.
- Psychological and emotional problems related to deafness.
- Rehabilitation techniques and counseling.
- Speech and language development.
- Speech correction.
- Speechreading and auditory training.
- Teaching speech to the deaf.

Teachers of the Deaf-Blind

- Assessment, curriculum and methodologies for the deaf-blind.
- Language and speech development of the deaf-blind
- Problems in the development and education of the deaf-blind.
- Teaching the multihandicapped.
- Anatomy, physiology, and diseases of the eye.
- Anatomy and physiology of auditory and vocal mechanisms.
- Basic audiology and auditory disorders.

- Behavior management techniques.
- Counseling of the hearing impaired.
- Management of communication disorders.
- Manual communication.
- Mental hygiene.
- Nature and needs of the visually impaired child.
- Orientation, mobility and travel of the visually impaired.
- Psychology of the hearing impaired.
- Reading and writing of braille.
- Rehabilitation techniques and counseling.
- Speechreading and auditory training.
- Strategies for teaching visually impaired children.
- Teaching language to the hearing impaired.
- Teaching speech to the hearing impaired.

Teachers of the Emotionally Disturbed

- Emotional disorders of children.
- Procedures for teaching the emotionally disturbed.
- Understanding group behaviors and dynamics.
- Behavior management techniques.
- Abnormal psychology.
- Art therapy.
- Child and adolescent psychology.
- Crisis intervention techniques/teaching model.
- Curriculum in language arts.
- Diagnostic and prescriptive teaching.

- Mental hygiene.
- Music therapy.
- Psycho-educational assessment methods.
- Rehabilitation techniques/counseling.
- Teaching children with learning disabilities.
- Urban child and his world.

Teachers of the Learning Disabled

- Characteristics of children with learning disabilities.
- Education of learning disabled (methods and materials).
- The psychology of learning and teaching.
- Speech/language development.
- Learning styles.
- Abnormal psychology.
- Behavior management techniques.
- Characteristics of exceptional children (related to other exceptionalities i.e., ED, MR, physically handicapped, etc.).
- Diagnostic - prescriptive teaching.
- Individualized planning for mild/moderately handicapped.
- Mental hygiene.
- Psychology of exceptional learning disabled children.
- Perceptual, behavior and exceptional processes.
- Understanding group behaviors and dynamics.

Teachers of Mentally Retarded

- Characteristics of the mentally retarded.

- Curriculum and methodologies for the mentally handicapped with attention to teaching the following groups: mildly, moderately, severely, and profoundly retarded.
- Language and speech development.
- Educational techniques and strategies for severely and profoundly handicapped.
- Teaching mentally retarded youth.
- Arts and crafts.
- Behavior management techniques.
- Home/school relations for the mentally retarded.
- Language arts for the mentally retarded.
- Mental hygiene.
- Organized program for the moderately/severely/profoundly handicapped.
- Rehabilitation techniques.
- Teaching the mentally retarded.
- Understanding group behaviors and dynamics.

Teachers of the Multiple Handicapped

- Medical aspects of special health problems.
- Characteristics of multihandicapped children.
- Procedures for teaching the multihandicapped.
- Problems in the development/education of the multihandicapped.
- Rehabilitation techniques.
- Adapted physical education.
- Arts and crafts.
- Behavior management techniques.
- Characteristics of the mentally retarded.

- Diagnostic and prescriptive teaching.
- Emotional disorders of childhood.
- Language acquisition of the multihandicapped.
- Mental hygiene.

Teachers of the Orthopedically Impaired and Other Health Impaired

- Characteristics of children with orthopedic and other health impairments.
- Curriculum and methodologies for the orthopedic/OHI.
- Medical aspects of orthopedic/OHI.
- Problems in the development and education of the OI/OHI.
- Neurodevelopmental sensory integration approaches.
- Adaptive physical education.
- Arts and crafts.
- Behavior management techniques.
- Language development of the handicapped child.
- Mental hygiene.
- Psychological aspects of teaching the physically handicapped.
- Rehabilitation techniques.

Teachers of the Visually Impaired

- Anatomy, physiology and disease of the eye.
- Communication skills for visually impaired learners.
- Reading and writing of braille.
- Procedures for teaching visually impaired children.
- Orientation, mobility, and travel of the visually impaired.
- Behavior management techniques.
- Braille methods.

- Mental hygiene.
- Recreation techniques for visually impaired.
- Technology for the visually impaired.

Non-Categorical Special Education and Pupil Personnel Service (License IV - Class 2)

- Special education teachers shall meet the following requirements for a Class 2 licensure:
  - A bachelor's degree in elementary education, secondary education or special education from an accredited institution.
  - Observation and student teaching, or, a minimum of one year teaching experience with a rating of satisfactory in the area of specialization.
  - Completion of the following courses or similar courses, satisfactory to the Director of Certification are required:
    - (a) Classroom management.
    - (b) Educational psychology.
    - (c) Human growth and development.
- In addition, teachers shall satisfactorily complete the following courses for a Class 2 license:
  - Career education for the handicapped.
  - Corrective and remedial techniques in mathematics.
  - Corrective and remedial techniques in reading.
  - Introduction to exceptional children, or survey of exceptional children.
  - Methods and materials of teaching exceptional children.
  - Psychology of exceptional children.

- Teachers who primarily work with non-categorical special education programs (resource room, learning center, etc.) shall satisfactorily complete the following courses:
    - Diagnostic and prescriptive teaching.
    - Educational diagnosis and evaluation.
    - Individualized instruction.
    - Special education elective.
    - Supervised practicum in a generic setting.
    - Techniques and materials for teaching the behaviorally problem student.
    - Techniques for teaching the learning disabled.

Special Educator for Special Subjects (License IV - Class 3)

- Special education teachers shall meet the following general teaching requirements for a Class 3 license:
    - A bachelor's degree in elementary education, secondary education or special education from an accredited institution.
    - A course in observation and student teaching, or, a minimum of one year teaching experience with a rating of satisfactory in the area of specialization.
    - Completion of the following courses or similar courses, satisfactory to the Director of Certification:
        - (a) Classroom management.
        - (b) Educational psychology.
        - (c) Human growth and development.
- Teachers shall satisfactorily complete the following general special education courses for a Class 3 license:
    - Introduction to exceptional children, or survey of exceptional children.
    - Psychology of exceptional children.
    - Special education elective.

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- Teachers shall meet the requirements of the following, which constitute specific special education requirements, to receive a Class 3 license:
    - License IV B, special subject teachers.
    - Certified instructors in their respective teaching fields in the D.C. Public Schools.
    - Special education elective.
    - Supervised practicum in a generic setting.
    - Techniques and materials for teaching the behaviorally problem student.
    - Techniques of teaching the learning disabled.

Special Education and Pupil Personnel Services/Clinical (Grades Pre K - 12) (License V - Class 1)

- Each teacher of hearing therapy shall meet the following requirements for a Class 1 license:
    - A master's degree or its equivalent from an accredited institution.
    - Satisfactory completion of a sequence of courses in preparation for being a hearing therapist. A total of twenty-four semester hours in the following areas is required:
        - (a) Basic audiology and auditory disorders.
        - (b) Auditory training and speechreading.
        - (c) Development of normal human communication.
        - (d) Clinical techniques and evaluation.
        - (e) Management of auditory/communication disorders.
        - (f) Psychodynamics of adjustment to hearing impairments.
        - (g) Manual communication.
- The above twenty-four semester hours shall including the following:
    - Thirteen semester hours in the following areas of basic audiology and auditory disorders, assessment, evaluation and management of hearing impairment.

  - Three semester hours in the psychodynamics of adjustment to hearing impairment.
  - Two semester hours in manual communication.
  - Three semester hours in speechreading and auditory training.
  - Three semester hours in counseling the hearing impaired.

- The following courses, or similar courses, satisfactory to the Director of Certification are required for a Class 1 license:
  - Educational psychology.
  - Classroom management.
  - Psychology of the exceptional child.
- Satisfactory completion of a minimum of two hundred clock hours of supervised practicum with hearing impaired students is required for a Class 1 licence as follows:
  - Audiology, 50 clock hours.
  - Assessment of auditory disorders, 25 clock hours.
  - Assessment and/or management of speech/language problems associated with hearing impairment, 25 clock hours.
  - Counseling the hearing impaired, 25 clock hours.
  - Speechreading and auditory training, 25 clock hours.
  - Articulation and voice disorders, 30 clock hours.
  - Language disorders, 20 clock hours.
- A minimum of one year's experience as a hearing therapist or an audiologist may be substituted for the two hundred clock hours of supervised practicum.

Speech-Language Pathologists (License V - Class 2)

- Each speech-language pathologist shall meet the following requirements for a Class 2 license:
  - A master's degree or its equivalent from an accredited institution.

- Satisfactory completion of a sequence of courses in preparation for being a speech-language pathologist. A total of sixty semester hours in the following areas is required:

  (a) Clinical techniques and evaluation.

  (b) Development of normal human communication.

  (c) Disorders of human communication.

  (d) Management of communication disorders.

  (e) Normal human communication.

o The above sixty hours shall including the following:

- Twelve semester hours in the normal development of speech, language and hearing.

- Thirty semester hours in human communication disorders at the graduate level.

o Of the thirty semester hours immediately above, six shall be in audiology and shall be divided in the following manner:

- Three semester hours in habilitative/rehabilitative procedures with speech-language problems associated with hearing impairments.

- Three semester hours in the study of the pathologies of the auditory system and assessment of auditory disorders.

o Of the same thirty semester hours required, twenty-four shall encompass the following professional areas:

- Evaluating skills.

- Management procedures.

- Understanding of speech and language disorders.

o Of the above twenty-four semester hours, at least six semester hours shall deal with speech disorders and at least six semester hours shall deal with language disorders.

o Eighteen semester hours may encompass courses in allied fields or additional speech-language and/or auditology courses.

- The following courses, or similar courses, satisfactory to the Director of Certification are required for a Class 2 license:
  - Educational psychology.
  - Psychology of the exceptional child.
- Satisfactory completion of a minimum of three hundred clock hours of supervised clincial practicum is required. Of the three hundred clock hours, a minimum of one hundred and fifty hours shall be obtained during graduate study. The three hundred clock hours (graduate or undergraduate) shall be taken as follows:
  - Articulation disorders, 25 clock hours.
  - Assessment and/or management of speech/language problems associated with hearing impaired, 15 clock hours.
  - Assessment of auditory disorders, 15 clock hours.
  - Language disorders, 75 clock hours.
  - Electives, 70 clock hours.
  - Evaluation of speech and language problems, 50 clock hours.
  - Fluency, 25 clock hours.
  - Voice disorders, 25 clock hours.
- A minimum of two years experience as a speech-language pathologist may be substituted for the three hundred clock hours of supervised clinical practicum.

Other Special Requirements

- Refer to NASDTEC Standards.

III. RELATIONSHIP TO WORLD OF PRACTICE

Clinical and Field Based Experience

- See requirements under each area of handicap in preceding section.

Follow-up of Graduates

- Refer to NASDTEC Standards.

Relationship with Field

- Refer to NASDTEC Standards.

IV. STUDENTS

Admission

- Refer to NASDTEC Standards.

Monitoring - Assessment/Competencies

- Refer to NASDTEC Standards.

Advisory Services

- Refer to NASDTEC Standards.

Completion of Program/Evaluation - Exit Criteria

- Refer to NASDTEC Standards.

Multicultural Groups and Persons with Disabilities

- Refer to NASDTEC Standards.

V. FACULTY

Qualification/Assignment

- Refer to NASDTEC Standards.

Faculty Load

- Refer to NASDTEC Standards.

Faculty Development

- Refer to NASDTEC Standards.

Faculty Evaluation

- Refer to NASDTEC Standards.

VI. GOVERNANCE

Relationship of Program to Institution

- Refer to NASDTEC Standards.

Authority/Autonomy

- Refer to NASDTEC Standards.

Structure and Administration

- Refer to NASDTEC Standards.

Planning

- Refer to NASDTEC Standards.

VII. RESOURCES

Personnel

- Refer to NASDTEC Standards.

Fiscal

- Refer to NASDTEC Standards.

Facilities

- Refer to NASDTEC Standards.

Library, Equipment, Supplies

- Refer to NASDTEC Standards.

NAME OF ACCREDITING STATE: GEORGIA

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STANDARDS PUBLICATION: General Criteria for Approving Teacher Education Programs

PROFILE: ACCREDITATION STANDARDS - GEORGIA

I. ELIGIBILITY

General

- The institution must hold regional accreditation at the level where certification is being sought by graduates.

- The institution must file with the Georgia Department of Education a detailed description of each program by which is proposes to prepare teachers. The description should include objectives for the program, a full description of course content, evaluation procedures for students in the program and for the program itself on a continuing basis, and program faculty vitae.

Relationship Between Accreditation and Certification

- There are two routes to professional certification in Georgia. The first is certification through the completion of an approved teacher education program in a field recognized by this state. The second route is certification by evaluation of transcripts, which must meet minimum certification standards. Applicants must choose to follow either the course of study recommended by the college or university or the course of study prescribed by the Division of Certification. The applicant must follow the chosen route explicitly. There can be no combination of one route with the other.

II. CURRICULUM

Overall Institutional

- There should be evidence that the institution, in developing its program, was guided by the following basic principles:

  - General education is conceived as those learnings which are fundamental and common to all college graduates. The teacher education division of the institution should participate equally with other divisions in designing general education experiences which would be part of the degree programs of all the institution's graduates.

  - All undergraduate programs should include study dealing with the social and behavioral sciences, natural sciences and mathematics, humanities and fine and applied arts.

  - All graduates should demonstrate basic competence in communication and computation skills.

- The need of a teacher includes:
  - Classroom management and organization, dealing with the complexities of teacher practice and the ways to approach classroom direction and organization;
  - An analysis of teaching including the ability to deal with information derived from the many ways teachers work at their jobs and the ability to analyze teaching in a real situation;
  - A study of the literature, course of study and materials of the particular teaching field to determine the selected content suitable for the public school course of study and to determine the logical organization of this content with related materials for the field; and
  - The development of competence in the selection and use of appropriate instructional media and curriculum materials.
- Practitioners in each of these areas will structure a body of relevant information about schooling based upon the application of techniques borrowed from philosophy, history, psychology, anthropology and various related disciplines.
- The future educator should be knowledgeable regarding the following:
  - The significant eras in the history of education, with special emphasis upon American education;
  - The changing purposes of education which our culture has deemed important;
  - Outstanding persons whose contributions to the field of education every educator should know;
  - The evolving role of the teacher as a link between age and youth; and
  - The changing curriculum of the public school from that of the illiterate, primitive society to the comprehensive curriculum of the modern school.
- The future educator should possess an understanding of the following:
  - The basic philosophical theories which have shaped American education;

  - The significant differences to be found in educational theory and practice in public schools and among the educational leadership;

  - The underlying values which give meaning and substance to all educational endeavor; and

  - The implications for the individual teacher in developing a personal philosophy of education.

- The future educator should exhibit attitudes and behaviors indicating perception of the following:

  - The public school as a social institution designed to meet society's needs;

  - The influence of the community social structure on the program of the public school;

  - The interrelationships which exist with other institutions in the community;

  - Social problems as factors influencing the program of the public school; and

  - The public school as an agency of change and education as a means of social mobility.

- All teachers should understand the differences in the developmental stages of boys and girls, uneveness of development within individuals, the tremendous range of development within a single classroom and developmental stages and tasks. Also important is an understanding of the emotional aspects of human behavior and the psychology of stress. Thus studies in foundations should include the multiple causes of human behavior and motivation, the importance of self knowledge and the role of anxiety in behavior; they should impart skills in empathy and in the eliciting of affective responses, and the dynamics of constructive behavior in regard to change and stress.

- Teachers need to be familiar with the psychology of learning and the field of child/adolescent psychology, but also to have sensitivity to the learning environment and a comprehensive understanding of teacher-pupil interaction and the nature of the learning environment itself. Other specific needs are understanding of ideas about the self-concept (image and ideal), reference groups, the minority group problems, concerns for individuality and self realization, the communication process, the psychology of verbal communication and classroom interaction, awareness of individual differences and the making of accurate observations and predictions of group behavior.

- Measurement, statistics and research methods, especially at the graduate level, can show the teacher how widely children differ on many complex variables. In this category are an understanding of how experimental methods may be applied to the study of school behavior, the process of inquiry and theory building, the nature of the nature of the creative process in the discovery and development of new knowledge, the imaginative and judicious use of research evidence, the taxonomy of educational objectives in the construction and use of evaluative instruments and the use of statistical and research concepts and procedures to identify constructive behavior.

- In an effort to assure that all teachers have preparation to individualize instruction, the Georgia General Assembly legislation which requires that every certified teacher, principal and guidance counselor have a course in the recognition and instruction of children with special needs.

- General criteria related to the subject matter of the teaching fields:

  - The institution should limit its professional curricula to preparation for those teaching fields in which it has adequate staff and facilities. There should be a strong undergraduate teaching field before a graduate program is instituted;

  - Instruction in the subject matter of any teaching field should be under the direction of staff members who qualify as faculty members in regionally accredited institutions. Faculty members responsible for teaching field courses must be considered for that assignment based on preparation or experience;

  - The content of the special field requirements should give consideration to the suggestions of specialists in the content field but also to the teachers of professional education and representatives of the public schools. Consideration should be given to materials available from the Teacher Education Services of the Georgia Department of Education; and

  - In addition to the teaching field, each prospective teacher should be encouraged to acquire experience in directing some student activity.

- Advanced study for initial preparation for teaching is permissible if the sequence of graduate study is formulated so that the late decision student's first encounter with professional study includes the essentials of the undergraduate criteria for professional study. (The structure can permit a student to count the equivalent of one quarter of graduate study completed for T-4 certification toward the T-5 certificate for teaching, provided that minimum certification standards are met at both the T-4 and T-5 levels.

- An understanding of the social foundation of education is especially desirable for persons seeking graduate degrees in education.

- Approved graduate programs should be related to the Goals for Education in Georgia (especially those concerned with individualizing instruction, extending career education to all students, improving student self concept and compensating for or removing the effects of economic or cultural deprivation and physical or mental handicaps).

- Unless specified differently in the teaching field criteria, graduate programs will require undergraduate preparation appropriate to the field of the graduate study. The graduate teaching field component at the fifth year level must total a minimum of 25 quarter hours.

- Approved programs for teachers and school service personnel at the fifth year level must include, based upon individual assessment of each student, the following areas of study - the nature of the learner and the school in the social order, programs of the school or problems of teaching and formal provision for the development of competence in using research methodology with particular emphasis on the use of research findings in education.

- Approved programs must provide for the above areas in the program and syllabi must reflect such study, with emphasis on the following:

    - Professional attitudes and values as well as skills;
    - Uniqueness of the individual and his or her learning style;
    - Flexibility in working with various types of students;
    - Adaptation to changing patterns in curriculum;
    - Selection, development and use of a variety of curricula;
    - Selection, development and use of a variety of curriculum materials and instructional media;
    - Development of repertoire of teaching techniques appropriate for children with varying backgrounds, levels of development and needs; and
    - The process of choosing one's life patterns of work and leisure time.

- The total fifth year and the total sixth year will each consist of at least one academic year, or the equivalent, of credit.

- The student must have completed three years of appropriate school experience prior to completion of the sixth year program.

- The fifth and sixth years combined must include 50 quarter hours applicable to the teaching field or service area for which the certification is designed. At least 25 hours of the sixth year level must be content and/or professional study applicable to the field or service area.

- The study in professional education at the sixth year level should advance the student beyond demonstrated levels of competence at the master's level. The courses or experiences should be selected so that the student's total graduate program represents a logical whole. The sixth year level professional education program must Include the areas of education assessment, measurement or research; advanced educational or developmental psychology or other advanced foundations of education; and school curriculum planning, supervision or administration.

- The professional education doctoral sequence increasingly should be competency based.

- The program should provide means whereby students can establish an area of specialization as well as broaden the base of his or her field.

- Independent research competence is a necessity. The program should:

  - Provide opportunities for a student to demonstrate that he or she can identify significant educational problems in the job setting and apply appropriate research procedures to solve problems and improve professional practice or conduct original research which adds to the knowledge of the field; and

  - Provide for verification of demonstrated research competencies through either a formal defense of research project or projects or through another approvable procedure to be described by the institution.

Specialist Courses (Core Curriculum)

- Guideline 1 - The program should provide opportunities for study in areas related to the teaching field which will provide sufficient preparation for the pursuit of graduate study. The specialist needs substantial knowledge in such areas as human learning, child development, psycho-educational procedures and remediation, and motor development in children, as well as experiences with community agencies. Depending on the area of exceptionality, there may be need for knowledge in such areas as social and emotional adjustment, educational technology, human physiology and behavioral research.

- Guideline 2 - The program should include basic studies appropriate for all areas of special education. Teachers of exceptional children should develop the skills, knowledge, and understandings needed for teachers of the normal child. They should have knowledge of the goals and procedures of public education through appropriate practica in the public schools. In addition, the programs for teachers of exceptional children should provide understandings that include the types and nature of exceptionalities found among children and youth; the school program provided for the education of exceptional children; and the community agencies and resources available for assistance to these children and their parents.

  Basic requirements should include study of the broad field of exceptionality, psychology of exceptional children, mental hygiene, or the equivalent. The program should provide the four year professional education and teaching field requirements appropriate to the area of exceptionality. Professional education studies, where appropriate, may also be in an area of exceptionality. A fifth year program in one field of exceptionality may be based on another professional four year program. A sixth year program in one field of exceptionality may be based on a related fifth year program in exceptionality.

- Guideline 3 - The program should require studies sufficient in depth to assure competence in a specialization area or a teaching field. In each area of exceptionality, there should be provision for an understanding of the nature and needs of the area of exceptionality, including the physiological, emotional, communicative, and educational factors involved; educational programs and procedures for the area of exceptionality including student and parent counseling; and student teaching or practicum experiences with children of the area of exceptionalilty.

Behavior Disorders - Teacher preparation for this field should provide understandings and skills in the following areas:

- The relationship of emotional and social environment to normal and abnormal learning.

- The measurement and interpretation of behavioral indices inherent in emotional disturbance.

- The theoretical bases of counseling, psychotherapy and behavioral management, including an awareness of the process involved.
- The normal physical, mental, and personality development of children and normal personality dynamics.
- The maldevelopment of personality as manifested by symptoms and problems such as adjustment reactions of childhood, conduct disorders, neuroses, and psychoses.
- The process by which disturbed children may be helped toward more stable mental health and the contributions of such professions as education, psychology, psychiatry, sociology, and social work.
- The significant role of parents and their interaction with the child, teacher, and school.
- The significant of cultural forces, conflicts, and value systems in the development of personality.
- The services of community organizations, both private and public, and the legal framework through which they function-family agencies, child guidance clinics, domestic relations courts, juvenile courts, adoptive and foster homes, residential treatment homes, and similar resources.
- The research processes by which the frontiers of knowledge are explored in the area of emotional disturbance in children and closely allied fields.
- A supervised practicum in educational programs for students with behavior disorders.
- The effects of physical mistreatment, psychological abandonment, and academic failure on psychological adjustment.
- The effects of the ecological system on the psychological adjustment of individuals which may result in norm violating behavior.
- Education program planning, including study of programs found to be most valuable for the behaviorally disordered, and research findings concerning these programs.
- Teaching strategies and materials found to be successful for pupils with behavior disorders as defined in Program for Exceptional Children.

Gifted - This field may only be added as an endorsement to an existing professional teaching certificate. If added to a four-year certificate, one year of teaching experience is required. The work will be at the graduate level and will include the following:

- Psychology of giftedness including characteristics of the gifted.
- Educational program planning, including a study of programs found to be most valuable for the gifted and research findings concerning these programs.
- The teaching strategies and materials found to be successful with the gifted.
- The general principles of curriculum development as related to the gifted.
- Learning theories, higher conceptualization processes, qualitative differences in the thinking of the gifted, and the development of multiple cognitive and affective skills and abilities (e.g., verbal, quantitative, humanistic, aesthetic, abstract, creative, empathic, leadership, psychomotor, social, critical, logical, memory, etc.).
- Introduction to exceptionality (history, philosophy, and research relevant to a particular field and to exceptional children generally), or satisfactory substitute.
- At the fifth-year level, a practicum for student teaching experience unless the person has completed a similar experience previously.
- At the fifth-year level, some emphasis on a subject matter discipline.
- For instructional supervisor and/or director of services for the gifted, completion of the regular instructional supervision study prescribed in criteria for these fields.

Hearing Impaired - Preparation for education of the hearing impaired should include study in the following areas:

- Language development and normal speech in children, common speech defects found among preschool and school-age children, and basic techniques for their prevention and correction.
- The etiology and treatment of speech deviations, such as articulation, voice, and symbolization disorders.

- Advanced language problems of the hearing impaired; physiological, psychological, and social foundations of speech and hearing disorders, including auditory, and speech mechanism, and anatomy.
- Pathologies in oral communication and procedures in management of children and youth with speech and hearing disorders, including diagnosis and evaluation, therapeutic methods and materials.
- Audiometry and hearing rehabilitation, including the use of hearing aids for the hearing impaired.
- Auditory training and speech reading.
- Instruction and practice in appropriate communication skills (oral, non-oral).
- Instruction in teaching speech to deaf children.
- Supervised practice with hearing impaired children, partly in a public school.
- Educational program planning, including study of programs found to be most valuable for the hearing impaired and research findings concerning these programs.

Physically Handicapped - Study in this program will include the following areas:

- The relationship of physical handicaps to achievement.
- Medical, sociological, and psychological aspects of multi-handicapped and ill children.
- The significant role of parents and their interaction with the child, teacher, and school.
- The services of community organizations, such as family agencies, child guidance clinics, domestic relations courts, juvenile courts, adoptive and foster homes, and residential treatment homes.
- The teaching strategies and materials of instruction for physically handicapped pupils in need of instruction.
- A supervised practicum that includes experience with students both in normal and special programs.

Learning Disabled - Teacher preparation in this area should include skills in and understanding of the following areas:

- The significance and causes of the failure to learn, the measurement of abilities and disabilities, nature of learning disabilities, the relationship between learning disabilities and emotional problems, and the development of specific technical devices for the diagnosis and remediation of learning problems.
- The measurement and interpretation of specific deficiencies involved in learning disabilities.
- The development and initiation of a remedial program for the individual based on formal and informal evaluation procedures.
- The theoretical bases for programs in motor learning, language learning, symbolic learning and social learning.
- Behavior modification and behavior management.
- The contributions and skills of other disciplines in the treatment and education of children with learning disabilities.
- The role of parents, community, volunteers, teacher assistants snd their helping personnel.
- The role of parents, community, volunteers, teacher assistants and other helping personnel.
- How learning disorders may be prevented by improved teaching methods.
- Research procedures and processes leading to how decision are made in the treatment of learning disabilities and/or the exploration of specific learning behavior.
- A supervised practicum with learning disability students in educational settings providing for tutored, small group and special class experiences.

Mentally Retarded - Teacher preparation for those who will work with mentally retarded children should include the following areas:

- Study of the nature of mental retardation including classification and diagnosis. Information regarding pre-vocational and vocational planning for the mentally retarded should include vocational rehabilitation, vocational education, and extended workshop activities.

- Social control and adjustment of the mentally retarded, including the role of the family, the school, community agencies, and the institutions.
- Interpretation of psychological and diagnostic data with implication for teaching.
- Screening and selection of children for class placement, grouping, and program organization.
- Program development, methods and materials of instruction, and special teaching techniques appropriate to the particular area of retardation.
- Problems related to integration of mentally retarded students into a school organization or educational setting.
- Laboratory experience in special education classrooms.
- Classroom control with emphasis on behavior management and modification.

Relationship of cultural deprivation to mental retardation.

Speech Impairment (Speech Language Pathology) - Teacher preparation programs in speech impairment should include study in the following areas:

- The development of normal speech in children, common speech defects found among preschool and school-age children, And basic techniques for their prevention and correction.
- The etiology and treatment of speech deviations, such as articulation, stuttering, voice, organic, and symbolization disorders.
- Phoenetics, language development, physiological, psychological, and social foundations of speech and hearing disorders, including anatomy, physiology, and function of auditory and speech mechanisms.
- Pathologies in oral communication and procedures in management of children and youth with speech disorders, including diagnosis and evaluation, therapeutic methods and materials.
- Audiometry and hearing rehabilitation, which includes auditory training for acoustically handicapped children and speech problems of the child with a hearing loss.
- Supervised practice in working with the speech impaired, partly in a public school setting.

Visually Impaired - Teacher preparation in the education of the visually impaired is a regular teaching field at the undergraduate level and includes study in the following areas:

- Eye structure and function.
- Symptoms and diagnosis of partial vision and total loss of sight.
- Distinctions between the partially-seeing and the blind.
- Local, State and national facilities for serving the visually handicapped and blind.
- Common plans of organizations and current facilities for serving partially-seeing children.
- Principles, preparation, selection, and effective use of instructional materials.
- Problems of adaptation of school environment to meet the needs of partially-seeing children, including teaching methods as applied to the special needs and capabilities of visually-handicapped and blind children.
- Testing programs and their interpretation as they apply to visually handicapped children.

Interrelated Teacher - The purpose of this program is to prepare persons in the combined areas of mental retardation, behavior disorders, and learning disabilities. It will also encompass Early Childhood/Special Education programs that follow an interrelated (noncategorical) approach.

- A teacher completing this program will be able to prescribe and implement programs for children with symptomatic or mild learning and/or behavior problems in the categories of Mental Retardation, Learning Disabilities, and/or Behavioral Disorders.
- The primary focus will be on prevention and amelioration of children's learning problems, with emphasis on the delivery of comprehensive services to all teachers, administrative personnel and children. Such an approach has the potential to serve more children better in more diverse geographic areas.
- A prerequisite for entering this program is a four-year teaching certificate in early childhood education, elementary education or special education.

- An interrelated teacher will receive credentials through planned programs only. All interrelated programs other than Early Childhood must be full-time study. Modes of delivery of service will be reflected in the large practicum package of the planned program. Each institution which plans such a program must demonstrate how its staff, program and organization will reach the goal of preparing interrelated teachers.

- The content for this teaching field shall consist of the following:

  - Content areas (20-25 hours)

    (a) Survey of Exceptional Children;

    (b) Characteristics of Exceptional Children (to include appropriate content from the areas of mental retardation, behavior disorders and learning disabilities);

    (c) Psychoeducational Evaluation and Assessment;

    (d) Language Development, Disorders, Deviations;

    (e) Perceptual Motor Development;

    (f) Reading Difficulties;

    (g) Early Childhood Exceptionalities; and

    (h) Parent Involvement.

  - Methodology/Practicum (15-25 hours)

    (a) A clinical experience with children to be interrelated with the above content area. The teacher preparation program plans must include prescriptive techniques and strategies, parent counseling, management of exceptional children, human interactions with professionals, visual motor perception, and other areas which can be demonstrated as relevant to the teacher's role.

Physically Handicapped - Programs for teachers of physically and/or multihandicapped (PH/MH) children should be designed to develop individuals who can make an important contribution to the education of these low incidence children and who can work in multi-disciplinary settings with a high degree of proficiency.

- The program design should provide for teachers to qualify for certification at the 5th year (masters) level. The overall program must consist of graduate level instruction and should be planned according to the student's previous college or university study, experiences and overall career goals. Program applicants should have a four-year or a five-year certificate in another area of exceptionality as a prerequisite.

- Due to the wide variety of exceptionalities that many of these children exhibit, the teacher preparation program must demonstrate that it has available to it at least five other areas of teacher preparation. These could include any combination of the following teacher preparation areas: mental retardation, learning disabilities, behavior disorders, visual impairment, hearing impairment, speech and language impairment, gifted, early childhood and interrelated teacher education programs.

- A student completing the program would be expected to demonstrate the following competencies:

  - Background Information and Skills

    (a) Ability to observe, name and define in basic medical terminology various crippling conditions or other health impairments, and describe functional behavior of individuals who have these handicaps;

    (b) Knowledge of the milestones of normal development from birth to 5 years in such areas as gross and fine motor development, cognition, and personal social ability;

    (c) Knowledge needed to recommend the most appropriate educational setting for individual PH/MH students; and

    (d) Ability to write a concise history, including behavioral observations, on a child for educational planning purposes.

  - Management of Children with Physical and Medical Problems

    (a) Ability to respond appropriately to situations resulting from pupil incontinence, bathroom problems, seizures, reactions to medication, and severe bruising or bleeding;

    (b) Ability to manage and make simple adjustments or repairs to hardware, such as braces, splints, wheelchairs, and seek help if needed;

(c) Ability to manage the physical needs of PH/MH persons with no harm to the latter or to themselves; and

(d) Ability to collaborate with planners and maintenance personnel to resolve actual or potential architectual barriers or problems for PH/MH individuals.

- Life Adjustment Aspects

(a) Ability to abstract the significant psychological, social, educational and vocational implications from comprehensive clinical reports or from any other relevant data sources on individual crippled children;

(b) Ability to teach handicapped pupils at all levels how to attempt to solve their own problems, individually or with others, and make their own decision after considering and evaluation alternatives;

(c) Ability to collaborate with parents and therapy consultants to develop PH/MH individuals' self-sufficiency and independent living; and

(d) Ability to respond appropriately to situations resulting from such conditions as terminal illness, recently acquired disabilities, pupil despondency resulting from looking and/or performing differently, and unrealistically high self-expectations.

- Diagnostic and Prescriptive Skills

(a) Ability to observe and objectively record significant behavior of PH/MH individuals;

(b) The prospective preschool teacher will demonstrate familiarity with and ability to perform infant screening tests; and

(c) Ability to find out what is tested by formal tests, how to use test results constructively, which tests are appropriate for children with impaired abilities, and how to consult with appropriate team members.

- Educational Planning

(a) Ability to use assessment data in writing instructional objectives;

(b) Knowledge of designing and implementing curriculum objectives to prepare PH/MH students for functioning in present and future settings;

(c) Ability to adapt instructional processes and materials for the instruction of particular PH/MH individuals; and

(d) The prospective teacher will demonstrate, with the help of consultants, when appropriate, the ability to modify the learning environment by using existing resources and/or by adapting materials and physical appliances to facilitate learning.

- Interpersonal Planning and Coordination

(a) Ability to guide, support, and assist parents with the problems of their PH/MH children;

(b) Ability to identify a number of support personnel who can assist in the adaptation of the learning environment for the benefit of a specific child, and understanding of the roles of these personnel;

(c) Ability to work with parents and professionals in respect to the mutual development of goals, methods and measurements in priority areas for individual children; and

(d) Ability to train teacher aides and volunteers to assist in a classroom containing physically and/or multi-handicapped children so that the handicapped students have more opportunity to become independent and the teacher has more opportunity to teach.

o It is expected that these competencies could be acquired in a 60 quarter hour program. The university requesting program approval in this area must show how, or in what courses, at least 80% of these competencies will be attained, and specify the criteria used to determine competency. Specialized courses and activities should deal with the following topics:

- The nature of physically and/or multihandicapped children and youth;
- Methods of instructing the physically and/or multihandicapped children and youth; and
- A supervised practicum with physically and/or multihandicapped youth. This may include any or all of the following:

(a) Observations in various settings;

(b) Short term participation; and

(c) Full-time internship experiences.

- Supportive courses/activities should deal with the following topics:
  - Assessment techniques for exceptional children;
  - Theories of language development and/or language disabilities;
  - Educational research;
  - Adaptive physical education or therapeutic recreation;
  - One or more courses in a related area of exceptionality, e.g.,, mental retardation, visual impairment, hearing impairment, learning disabilities, behavior disorders, or gifted. Students expecting to work with children having severe sensory impairments should be advised to take courses in appropriate areas;
  - One course in either behavior management and/or modification for exceptional children or theories of learning;
  - One course in working with families of exceptional children; and
  - An introductory survey course in exceptional children and youth is required, if not a part of the student's undergraduate or previous graduate program.

Administrative and Supervisory Personnel in Special Education - The program design should provide for students to meet eligibility requirements for the administrative-supervisory certificate in special education at various levels. The completion of the career professional program for leadership personnel in special education requires at least five years of college. The program at the fifth year, sixth year, and doctoral levels should follow sequential patterns leading to higher levels of competence. The program must consist of graduate level instruction and should be planned on the basis of the student's previous study, experiences and goals. Other characteristics of the program include the following:

- The program should provide a broad background in special education across at least two areas of exceptionality at the M.Ed. level and four areas of exceptionality at the Ed.S. and Ed.D. levels. (A minimum of 15 hours of graduate work in general special education for the 5th year and an additional 15 hours at the 6th year level is required.)

o The program should provide the knowledge and skills necessary to assure that good general administrative practices are understood and used. These skills should include the following:

- Program Planning and Evaluation;
- Budgeting and School Finance;
- Supervisory Techniques;
- Staff Development;
- Curriculum Development and Validation;
- Maintenance of Facilities;
- Organizational Theory;
- Personnel Management;
- Public Relations;
- School Law;
- Data Control; and
- Group Dynamics.

(a) At least 15 hours for the 5th year level and an accumulation of at least 30 hours for the 6th/7th year levels of general education administration or related cognate fields are required.

o The program should provide the specific knowledge and skills for the administration of special education programs. For example:

- Delivery of service models;
- Organizational patterns -- federal, state, intermediate, local;
- Special legislation and legal provisions - State forms, regulations, reimbursement patterns;
- Case finding methods;

- Placement procedures;
- Staff selection and training;
- Parental counseling;
- Utilization of supportive personnel;
- Special facilities, equipment and materials;
- Community agencies;
- Special curriculum and sequencing of programs;
- Transportation required by specific disability categories; and
- Inservice training required by teachers with special instructional problems.

  (a) At least 15 hours for the 5th year level and 5 hours for the 6th/7th year levels in special education administration and supervision will be required.

o The program should provide the opportunity to develop the understanding which will lead to professional growth. This would include areas such as:

- The ability to conduct and/or interpret the findings of research;
- A knowledge of history, philosophy, and sociology of education;
- An awareness of and ability to apply concepts of learning theory to the educational setting; and
- An understanding of the elements of sound curriculum construction.

  (a) At least 30 hours of related course work including those taken at the fifth year level will be required at the DE-5 level.

III. RELATIONSHIP TO THE WORLD OF PRACTICE

General

o Opportunities should be provided for observation of differing teaching styles and methodologies both in and out of the student's area of specialization. These opportunities may be provided through simulation as well as through direct experiences.

- Opportunities should be provided for participation in limited planning, conducting and evaluating of learning experiences.

- An orientation of teacher education students to non-teaching school-related activities (e.g., club sponsorship, lunchroom, faculty meetings) should be provided.

- Teacher education students should, under supervision, become involved in, and begin to study, the function and relationship of the teacher to all other people involved in the school program (teacher-paraprofessional: teacher-community agency; etc.).

Pre-Student Teaching - Pre-student teaching experiences should be a portion of the coordinated professional development of the perspective teacher. Experiences should be supervised by those qualified to relate them to the professional component.

- Provision should be made for the teacher education student to identify, observe, analyze and study relevant growth and developmental patterns and behavioral characteristics at varying stages of maturation.

In-depth Laboratory Experiences (Student Teaching, Practicum, Internship) - Teacher education student should be guided to encounter and analyze classroom teaching and translate theories into practice.

- Opportunity should be provided for the teacher education student to develop competencies in the use of various instructional resources, techniques, and methodologies.

- Teacher education students should be directed and assisted in examining the stated curricula of the school as demonstrated in the experiences provided for the pupils, how curricular changes occur and how the curricula relate to the pupils of the community.

- Provision should be made for the teacher education student to become aware of the larger community in which the school is located.

- A field experience of sufficient duration to warrant the equivalent of full course load for one quarter should be provided (dependent upon the institution's program). The student's uninterrupted efforts will be devoted to the professional laboratory activities in a school situation. During this assignment, the student must be carefully supervised at regular intervals by both college and school personnel to ensure maximum benefit to the student.

- The in-depth laboratory experiences should provide the college reliable information and performance data with which to verify program completion.

- Educational settings for professional labroatory experiences should be only in schools and agencies offering optimum opportunities to study pupils and the learning resulting from the program.

- All of the professional laboratory experiences leading to program completion should be sequenced to provide careful guidance and movement of the student from the role of the observer to competence in planning, developing, implementing, and evaluating the instructional program to which the student is assigned.

- The in-depth laboratory experiences (student teaching, practicum, internship) must occur within one's proposed level and field of teaching and be specifically designed to meet the objectives of one's approved program.

- Educational centers need to collaborate on roles and responsibilities. A center collaborating with colleges should:

    - Exemplify the policies, philosophy and objectives necessary to achieve the optimum goals of the teacher education institution;

    - Assume an active role in teacher education as a legitimate part of its public and professional obligation;

    - Have a staff dedicated to improving the teaching profession;

    - Continuously promote curriculum development and instructional improvement to ensure a vital program;

    - Encourage research, experimentation and innovation in education;

    - Organize and promote staff development activities for supervising teachers;

    - Meet Georgia public school standards;

    - Have a professional library of reference materials and periodicals pertinent to the needs of teachers;

    - Have adequate space to accommodate well-rounded programs for their students and have an adequate supply of instructional materials and aids. Where campus facilities for laboratory experiences are used, these facilities should be supplemented by off-campus centers selected in light of the above requirements.

- The graduate professional laboratory experiences for initial preparation for teaching should include the essentials of the undergraduate professional laboratory experiences, through completed as a college supervised internship and/or a practicum in a realistic school setting.

- It is required that continuous five-year programs include (at bachelors and/or masters level) the professional laboratory experiences comparable in objectives to those specified for undergraduate programs. Additionally, at the graduate level, it is desirable that suitable practicums, field programs, internships or participation activities, will be provided and will build on previous basic laboratory experiences.

- To facilitate the student's acquisition of skills necessary for translating new knowledge into improved practice, approximately 25 percent of the fifth and sixth year programs should include a field-based laboratory component. Field-based does not mean campus courses taught in the field but rather those phases of the program designed to assist the student to translate new knowledge and understanding into improved performance in a school setting. The field-based laboratory experiences must be streamed throughout the program, and must be reflected in many courses based upon assessed needs of the student and specific objectives of the course. The institution's course syllabi and program descriptions must specify the field-based experiences required for each program for students at varying levels of competence.

- The Administration in Special Education program should provide direct experience in administration processes as a part of the training requirements. Field experiences will be an integral part of the total program. Any or all of the following may be included:

  - Observation in various settings;
  - Short term participation;
  - Supervised extern experiences;
  - Full-time internship experiences; and
  - Simulated administrative assignments.

    (a) Five hours at the 5th year level and a total of 5-15 hours are required depending on the candidate's prior experience.

- The Administration in Special Education program should be able to demonstrate that it has an adequate working relationship with a sufficient number and variety of practicum settings to provide the experiences outlined. Such practicum settings should include programs in rural, urban, and suburban locales, as well as in public and private day-school or residential facilities, or in appropriate agencies.

Relationship to the Field

- Trends in teacher education as revealed by current research findings should be considered carefully by those responsible for program planning.

- Consultant services from specialists in areas of significance to programs of teacher education should be secured from state, regional and national agencies to clarify direction in program planning and evaluation.

- Program planning should reflect evidence the program objectives are related to job definitions and professional responsibilities for which educational personnel are prepared.

- Trends in education as revealed by current research findings should be carefully considered by those responsible for program planning.

IV. STUDENTS

Admission

- The institutional admission policies governing initial entrance to the institution should be such that those admitted possess the potential of successfully completing the program they wish to pursue.

- A formal screening committee should be provided with delegated authority to implement approved policies.

- Adequate records which are well-planned, diversified and current should provide one basis for decisions about admission to teacher education.

- Factors to be considered in the screening process should include emotional maturity, moral and physical fitness, general intelligence, demonstrated competence in speech and basic skills and professional interest.

- For purposes of admission and continuation in the program, there must be evidence of the application of standards of scholarship, personality, health and behavior. Those students not meeting the standards prescribed must, through a sound system of screening, be eliminated from the teacher education program. Students seeking admission from other colleges or universities or from other colleges within a university must meet the same standards required of regularly enrolled teacher education students. A college or university will recommend for certification only those who have completed approved teacher education programs.

- The college or university must provide evidence that it has in operation an active program whereby high school and college students are recruited into professional education.

- Admission standards to sixth year program include the following:

  - Standards for admission to the sixth year program should be clearly delineated, accessible and made available publicly;

  - Admission standards will include multiquantifiable evidence of adequate academic ability to complete an advanced graduate program;

  - The masters degree from a regionally accredited institution must be held by the applicant; and

  - Provision should be made for applicants initially denied admission to request a review of their application by a review committee.

- For administration and supervisory personnel in special education the general admission and guidance criteria described above should be met. In addition, admission to an appropriate 5th or 6th/7th year program may be dependent upon a variety of other factors, including the following:

  - Evidence of high personal integrity, and the potential for exercising effective leadership to programs for exceptional children.

  - Evidence of capacity to maintain a high level of academic work.

  - Possession of a degree from an institution accredited at a bachelor's level.

- Possession of a four-year renewable certificate, preferably in some field of special education, or a minimum of 10 quarters hours in special education prior to admission to the program. The institution will determine whether or not this becomes part of the planned program.

- A background of appropriate work experience. This might include any of the following:

    (a) At least two years of successful teaching or clinical experience with exceptional children, while holding a valid credential in some area of exceptionality;

    (b) At least two years of administrative or supervisory experience in an appropriate special education program, while holding the equivalent of AS-5 certification, during which time the experience is deemed satisfactory by a qualified special education administrator in a position to supervise or evaluate the quality of work produced;

    (c) In lieu of the above, the candidate may petition to obtain equivalent experiences through an intern or extern arrangement, and this experience must be judged satisfactory by the university supervisor before full certification is approved.

Monitoring - Assessment/Competencies

- If a student in an approved graduate program is teaching in a school within the state, that school should participate in the preassessment of the student.

- If a student is not teaching in a state school system, but has completed student teaching, a performance assessment by both the school system supervising teacher and the college supervisor should be provided.

- Provision should be made to evaluate the ability of students completing the program to perform in school settings.

- The program should be made to evaluate the ability of students completing the program to perform in school settings.

- The program should include procedures for continuous and final evaluation of student performance.

- Policy for selective retention should be clearly stated including standards to be met and dismissal procedures to be followed:
    - The selective retention of a student should be the joint responsibility of the head of education and the staff members who participate in the implementation of the student's planned program.
    - The factors which are considered in defining admission policies should receive continued consideration in defining retention policies with the added consideration of the student's performance in a school setting.
    - Decision concerning retention should be closely allied to institutional structure so that such decisions reflect staff thinking on policy.
- After admission to a preparation program, the student should have his or her performance record and planned program reviewed at regular intervals by personnel responsible for coordinating the student's program. As a follow-up of such review there should occur:
    - Conferences with the student to encourage self-evaluation of his or her academic and professional progress and fitness for a teaching career.
    - Referral of the student to available and appropriate institutional and community agencies if specialized help for identifiable problems seems advisable.
    - Information concerning the student's progress should be communicated to administrative and faculty personnel involved in decisions about retention.
- Colleges and universities approved for the preparation of teachers must provide evidence of program evaluation procedures designed to encourage the continuous improvement of programs for the preparation of professional school personnel. Analysis of TCT/TPAI must be used in revising approved programs of such institutions.

Advisory Services

- The college or university must give evidence that it provides a sound functioning program of counseling, educational guidance and related personnel services. In evaluating this program, the department of education will examine the following:
    - The organization of the total counseling and advisory program with special attention to the needs of prospective teachers.

- The qualifications of those responsible for counseling and related personnel services.
- The orientation or introduction to education.
- The central filing system which includes a permanent cumulative record of each student.
- The extent to which cumulative records are used by individual faculty members.

(a) Each college or university approved for teacher education must maintain a central placement office for graduates and alumni seeking employment as teachers. This office should be conveniently located and contain the necessary filing facilities and interview rooms. Each college or university must maintain files of current information on the supply and demand of teachers and of salary schedules.

Completion of Program/Evaluation - Exit Criteria

o The institution's measure of academic quality (at least C average) for those entering school positions will be such as to reflect quality of the total and complete study of the student in his total college program.

o The doctoral program must be such that the person upon completion of the program would have qualified for the sixth-year program in the field of service for which certification is sought.

Multicultural Groups and Persons with Disabilities

o All teachers should understand the differences in the developmental stages of boys and girls, uneveness of development within individuals, the tremendous range of development within a single classroom and developmental stages and tasks. Also important is an understanding of the emotional aspects of human behavior and the psychology of stress. Thus studies in foundations should include the multiple causes of human behavior and motivation, the importance of self knowledge and the role of anxiety in behavior; they should impart skills in empathy and in the eliciting of affective responses, and the dynamics of constructive behavior in regard to change and stress.

o Teachers need to be familiar with the psychology of learning and the field of child/adolescent psychology, but also to have sensitivity to the learning environment and a comprehensive understanding of teacher-pupil interaction and the nature of the learning environment itself. Other specific needs are understanding of ideas about the self-concept (image and ideal), reference groups, the minority group problems, concerns for individuality and self realization, the communication process, the psychology of verbal communication and classroom interaction, awareness of individual differences and the making of accurate observations and predictions of group behavior.

V. FACULTY

Regulations concerning assignment, load, tenure, retirement and other standards applicable to the general faculty should serve as minimum standards for the teacher education faculty.

Qualification/Assignment

- The teacher education faculty should assume leadership in program planning and development.
- The institution should provide staff adequate in number, with specialized graduate preparation in the teaching field, professional education and school experience to:
  - Give direction and provide leadership for program development, planning and evaluation;
  - Implement admission policies and provide adequate counseling for students in the area of program planning, selective retention and career planning;
  - Provide appropriate flexibility and rigorous academic standards in all areas where programs are proposed; and
  - Coordinate laboratory experiences so that theory has a counterpart in practice.
- Instructors in the professional sequence should be sensitive to the importance of providing a logical and cohesive sequence of theoretical instruction and laboratory experience.
- Personnel from academic areas other than education who assist with the preparation programs should be aware of their contribution to teacher preparation programs. This awareness can be enhanced by:
  - Frequent contacts with schools to study the instructional process; and
  - A strong philosophical and theoretical orientation to education given by members of the division of education.

- The professional study described in these criteria will be offered in the identified education unit by faculty members fully qualifying as staff who have been oriented by experience and preparation to the public schools and who qualify as full-time and part-time appointees of the education unit. Faculty members should maintain close contact with curriculum developments in the schools.

- Faculty assignments should make maximum use of faculty preparation and experience. While a small faculty can serve several programs adequately, there should be no over-extension or assignments of faculty in areas in which they are not competent.

- The faculty should possess appropriate specialization in each of the areas of social foundations, learners and learning, professional laboratory experiences, teaching strategies, curriculum and instruction and media. Faculty for graduate professional education should consist of persons with doctoral specializations appropriate to these areas and appropriate to the teaching specialty.

- The director of teacher education shall function as a titular advisor to all students in preparation for teaching and to all college or university teachers of courses in which prospective teachers are enrolled.

- The faculty members assuming responsibility for the Administration in Special Education program must hold doctoral degrees in general or special education administration and have at least two years of administrative experience in an appropriate special education setting. In lieu of a doctoral degree in special or general administration, the faculty member may qualify by submitting evidence of having held a valid administrative credential, a doctoral degree in special education, or a related area, and five years of supervisory or administrative experience in an appropriate special education setting.

Faculty Load

- Loads for faculty should be based on approximately 15 students per quarter engaged in full-time laboratory experience to one full-time faculty member.

- The Administration in Special Education program should have the equivalent of one full-time staff member. This full-time equivalent (FTE) may be made up of two or more faculty members; however, the primary faculty member for the program must be devoting the majority of his time (at least 75%) to the administration program.

Faculty Development

- Continuing personal and professional growth of the staff should be encouraged through study, travel, research, writing and attendance at staff and professional meetings. Funds should be set aside for this purpose.

Faculty Evaluation

- No provision stated.

IV. GOVERNANCE

Relationship of Program to Institution

- The administrative structure for school personnel preparation within the institution should promote the preparation of professional teachers. The governance and decision making of the whole institution should give high priority to professional preparation, so the burden of creating and maintaining collaborative relationships for the advancement of professional preparation is not placed solely on the teacher education structure.

Authority/Autonomy

- See "Structure and Administration" which follows.

Structure and Administration

- The administrative structure for school personnel preparation within the institution should promote the preparation of professional teachers. The governance and decision making of the whole institution should give high priority to professional preparation, so the burden of creating and maintaining collaborative relationships for the advancement of professional preparation is not placed solely on the teacher education structure.

    - There must be evidence of adequate college organization for permitting those most knowledgeable about teacher education to make decisions about the process and content of teacher education and for locating with them the major responsibility for designing, approving, evaluating, and developing teacher education.

    - The policy making process in teacher education must allow for reactions of those acquainted with the institutional constraints as well as reactions of those who know the professional controls instituted by outside agencies. These persons may be from professional education and other disciplines, from student organizations, and from the profession, but should be used as an advisory group involved in continuous planning and not to administer a program. This advisory group must meet at least annually.

- There should be a clearly defined voice for teacher education in the institution - an individual recognized by college personnel, students, public schools and regulating agencies as having the administrative responsibility for coordinating and implementing approved programs. Such coordination and implementation would extend to admission, advisement and guidance, and direction of professional preparation, including program objectives, laboratory experiences, certification and follow-up. The administrative officer will be responsible for maintaining liaison with the Georgia Department of Education on all school personnel preparation matters. He or she must be the person designated as the head of the teacher education unit or the head of the division, department or school of education. Any program submitted for approval or any program change must be approved by the designated head of teacher education on the college campus.

- Approved teacher education programs must contain administrative provisions sufficient for the college person responsible for teacher education to know the registration and status of students in the program.

- Doctoral programs should be developed under the leadership of the head of education in the institution.

- Control of doctoral program operation should be centered in the head of education.

- There should be access to adequate instructional resources, both material and personnel.

- The Administration in Special Education program must be supported by a strong department of educational administration and special education department. This is to insure that candidates will have the benefit of interacting with personnel especially skilled in those areas outlined in the Program Design.

Planning

- Each academic discipline participating in the teacher education program should be involved in cooperative planning in designing and maintaining a program of teacher education.

- Input from public school personnel should be involved in program planning procedures through organized work sessions sponsored by the institution during which considerations in given to:
    - Defining objectives and functions of the program.
    - Identifying competencies the program is designed to develop.
    - Planning scope of curriculum content.
    - Determining the nature and extent of laboratory experiences.
    - Evaluation of students.
- Program planning must include provisions for evaluation of the program by students, by institutional and public school personnel who aid in implementing approved policies, and by graduates of the institution who complete the approved program.
- Program planning should include provisions for experimentation, innovation and change under the approved program concept.
    - Doctoral program planning should include provisions for program evaluation by students while in the program and after completion of the program. Continuous program evaluation should also be conducted by the institution.
    - Program planning should include provision for experimentation in program flexibility within the requirements of the program.
    - Each department or division of the institution which contributes to the preparation of teachers should be involved in the doctoral program development.

VII. RESOURCES

Personnel

- The director of personnel preparation must hold the doctorate and possess preparation and experience sufficient to understand education in public schools.
- Faculty assignments should make maximum use of faculty preparation and experience. While a small faculty can serve several programs adequately there should be no over-extension or assignments of faculty in areas in which they are not competent.

- The faculty should possess appropriate specialization in each of the areas of social foundations, learners and learning, professional laboratory experience, teaching strategies, curriculum and instruction and media. Faculty for graduate professional education should consist of persons with doctoral specializations appropriate to these areas and appropriate to the teaching specialty.

Fiscal

- In addition to the legal requirement concerning endowment, the college or university must, for approval in any field of teacher education, furnish evidence of an annual budget adequate for the maintenance of a sound program of teacher education.

Facilities

- The facilities required for a program for the preparation of school personnel fall into two categories: facilities for on-campus study and facilities for laboratory experiences. Facilities for on-campus study include instructional space, laboratory space and library facilities for both the subject matter courses of the various teaching fields and the professional education sequence. Laboratory facilities for the education sequence should include a curriculum materials center which would provide the student access to a variety of current materials pertinent to the public school curriculum. There should also be access to a variety of audiovisual equipment, affording the student training in both the preparation of materials and the operation of equipment as well as in the use of materials and equipment in instruction.

- The site for laboratory experiences should be schools with adequate space to accommodate a well-rounded program for the students and must be equipped with an adequate supply of instructional materials and instructional aids. Where campus facilities for laboratory experiences are used, these should be supplemented by off-campus centers selected in light of the above requirements

- Facilities should be made available to implement student and/or staff research.

- In addition to the legal requirement concerning endowment, the college or university must, for approval in any field of teacher education, furnish evidence of an annual budget adequate for the maintenance of a sound program of teacher education.

Library, Equipment, Supplies

- Library materials should be readily availably in quantity and quality required to support individual reading at the level where the degree is being sought. These should include a selective general collection, authoritative professional material, research literature and in-depth material in the content of the field of specialization.
- Instructional media in a wide variety should be available to instructors and students.
- There must be reference materials, including standard reference works commonly found in the schools in which the students will teach. There must be provision for periodicals (both current and bound) pertinent to the needs of students in preparation for teaching. There must be a file of yearbooks in the various areas of education appropriate to the needs of both family and students in preparation for teaching.

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STANDARDS PUBLICATION:
A Manual of Procedures for Approving Illinois Teacher Education Institutions and Programs (1986)
A Guide to Preparing Reports Responding to Standards and Criteria Used to Approve Illinois Teacher Education Institutions and Programs (1987)

I. ELIGIBILITY

- It is the responsibility of institutions to demonstrate compliance with applicable statutes and the requirements set forth herein.

- The institution has articulated a statement of its mission or goals, and the mission or goals include and are consistent with the sponsoring of teacher education programs.

- The institution has not established and does not follow policies or procedures that intentionally or unintentionally discriminate on the basis of race, color, national origin, or irrelevant physical conditions. A coeducational institution has not established or does not follow policies or procedures that intentionally or unintentionally discriminate on the basis of sex.

- These standards applied to the entire institution, not just to a department or the college of education, determine whether the institution provides an appropriate context to conduct teacher education programs. The standards, in otherwords, recognize that programs leading to any of the certificates require, in most cases, The involvement of several administrative units typically found in institutions of higher education and therefore, are designed to test various aspects of the institution to determine the appropriateness of the institution sponsoring approved programs.

- The institution presents documentation of the need for its programs which includes an analysis of the available supply of teachers in the subject matter field and/or grade level being proposed.

II. CURRICULUM

Overall Institutional

- Institutions, in addition to individual programs, need to be held accountable for the programmatic components required by the criteria. Further, the standard requires that institutions evidence commitment and support not only to the maintenance of the pluralism that characterizes American societal ideals and practice but to students bringing diverse cultural backgrounds into institutions who seek to retain and continue to develop their own cultural identity. The standard requires evidence that this commitment and support extends beyond academic programs to include student support services and other officially supported or sanctioned institutional activities.

- The institution maintains a learning environment supportive of programs which provide candidates with awareness, appreciation, and knowledge of cultural pluralism and a commitment toward the acquisition of skills on how to work with culturally distinctive students.
- The institution has articulated a statement of its mission or goals, and the mission or goals include and are consistent with the sponsoring of teacher education programs.
- The institution provides, under its control or by contractual agreement with other approved postsecondary institutions, programs offering balanced and interrelated learning experiences.
  - In the humanities, social studies, and the natural sciences;
  - In a subject area(s) taught in Illinois public schools or necessary for preparation to assume supervisory, school service, or administrative roles in Illinois public schools; and
  - In professional studies and experiences; including clinical experiences in school or community settings throughout the preparation period.

Specialist Courses (Core Curriculum)

- The program has a rationale and related set of objectives which describe the intent of the program and which enable evaluation of it.
- The program includes study of theoretical formulations of learning processes and their pedagogical implications, with emphasis on those implications for the candidate's specialization.
- The program provides learning experiences enabling the candidate to become aware of and responsive to the varied educational needs and distinct cultural backgrounds of students. In addition, opportunities should be available for candidates to acquire and demonstrate abilities to work with students of culturally diverse backgrounds.
- The program provides systematic procedures for evaluating the candidate's ability to teach, supervise, or administer.
- The program provides for continuous evaluation, including evaluation of current students and graduates; and for program modifications based on evaluation.
- The program provides a sound basis for continued study and acquisition of knowledge and skills.

Other Special Requirements

- A consortium among recognized teacher education institutions in which none of the institutions has an approved program in the proposed area(s) will be approved upon meeting the following standards:
    - The institution at which the student is enrolled as a teacher education candidate awards the appropriate degree and recommends certification;
    - The proposed program(s) meet(s) the criteria for programs presented heretofore; and
    - There exist a written agreement specifying the arrangements for the conduct of the consortium and program and the agreement provides that students enrolled in the program(s) will be allowed to complete the program(s) in timely fashion should the consortium be disbanded.
- A consortium among a recognized teacher education institution(s) and another approved postsecondary educational institution(s) or organization(s) not recognized for purposes of teacher education will be approved upon meeting the following standards:
    - The institution at which the student is enrolled as a teacher education candidate awards the degree and recommends certification;
    - The consortial arrangements are set forth in a written agreement between or among participating institutions with assurance that students enrolled in the consortium-sponsored program should the institution agree to cease consortial efforts will be able to finish the program in timely fashion.
    - The consortial program is the same, or virtually the same, as the approved program.
- The program provides for acquisition of knowledge, attitudes, and skills necessary for effective performance in specific teaching, supervising, school service or administrative roles.
- The program is a carefully planned set of experiences designed to develop the capacities and abilities that have been identified as a result of attention to public school needs.
- The program develops the candidates' understanding and awareness of the unique nature of distinct cultural and ethnic groups as well as the relationship between these groups.

- The program has a rationale and related set of objectives which describe the intent of the program and which enable evaluation of it.
- The program includes study of theoretical formulations of learning processes and their pedagogical implications, with emphasis on those implications for the candidates' specialization.
- The program provides systematic procedures for evaluating the candidates' ability to teach, supervise, or administer.
- The program provides continuous evaluation, including evaluation of current students and graduates, and program modifications based on evaluation.
- The program provides a sound basis for continued study and acquisition of knowledge and skills.
- The program has and is, attracting, or is realistically expected to attract, sufficient students to enable adequate evaluation of the program.

III. RELATIONSHIP TO WORLD OF PRACTICE

Clinical and Field Based Experience

- The program provides learning experiences enabling the candidate to become aware of and responsive to the varied educational needs and distinct cultural backgrounds of students. In addition, opportunities should be available for candidates to acquire and demonstrate abilities to work with students of culturally diverse backgrounds.
- Institutions must enter into written agreements with authorities in charge of clinical sites. These agreements must describe the responsibilities of the candidate, the institution, and the clinical site.
- All clinical experiences must be supervised by qualified personnel.
- Student teaching must be conducted under close and competent supervision. The institution must ensure that the system of supervision generates enough valid documentation and evidence that a decision regarding a candidate's success, or lack of success, can be made and defended.

Follow-up of Graduates

- The program provides for continuous evaluation, including evaluation of current students and graduates, and for program modifications based on evaluation.

Relationship with Field

- The program is a carefully planned set of experiences designed to develop the capacities and abilities that have been identified as a result of attention to public school needs.

- The program provides evidence that its faculties have the opportunity to participate directly in elementary and secondary school programs or community service programs and that educational personnel working in the elementary and secondary schools have opportunity to participate directly in the program in a role other than that of a student.

IV. STUDENTS

Admission

- The institution follows written procedures for admitting students to the institution and teacher preparation programs and undertakes continuous evaluation for retention in the institution and in the program.

  The written procedures establish the criteria to be used at the checkpoints of:

  - Admission to the institution;

  - Admission to teacher education, including, but not limited to assessing proficiency in reading, mathematics and language arts;

  - Admission to student teaching; and

  - At the time of recommendation for certification.

- The institution has established and implemented procedures for assessing the candidate's abilities acquired prior to admission to the program and for planning the candidate's program in light of that assessment. A candidate evidencing appropriate or required knowledge, skills, and attitudes may qualify for advanced placement or credit by successfully completing appropriate examinations or other assessment procedures as presented by a recognized institution.

  The standard provides that the institution may use appropriate examinations or other assessment procedures to determine whether an applicant has the background required in one or more components of a program. In addition to examinations, institutions should have assessment procedures that utilize review of portfolios, verification of experience, and assessment of practical performance under clinical supervision.

- The institution has not established and does not follow policies or procedures that intentionally or unintentionally discriminate on the basis of race, color, national origin, or irrelevant physical conditions. A coeducational institution has not established or does not follow policies or procedures that intentionally or unintentionally discriminate on the basis of sex.

- The institution provides teacher education candidates with a written copy of students' responsibilities, rights, and procedures for enforcing those responsibilities and rights. Causes for grievances shall include, but not be limited to, arbitrary or capricious institutional behavior in regard to:

  - Admission to a teacher education program;

  - Admission to the student teaching program or other clinical experience;

  - Dismissal from the institution or the teacher education program including clinical or student teaching experiences;

  - Evaluation of the candidate's performance in courses, clinical or student teaching settings, or any other regularly provided or required activity having a direct bearing on the candidate's being recommended for certification or for employment; or

  - Failure to recommend the candidate for certification when required, in a timely fashion.

  Such procedures shall allow students to be represented by an attorney.

Monitoring - Assessment/Competencies

- The institution must undertake continuous evaluation of each candidate to determine whether the candidate will be retained in the program. This requires that the institution establish and describe the policies and procedures used to make retention decisions.

- The institution, not the department or college of education only, must follow written procedures in determining whether a candidate will be recommended for certification. The criteria used for determining the recommendation must exist in written form. This standard encompasses all programs, whether graduate or undergraduate or whether solely under the jurisdiction of the college or department of education, under shared jurisdiction with another institutional entity, or under the jurisdiction of a unit other than the education department or college.

- To comply with the requirement for assessment in the areas of reading, mathematics and language arts, institutions shall specify the following:
  - The methods by which the assessment will be accomplished. These may include commercial tests and/or institutional proficiency exams, or other methods of assessing proficiency in the basic skills.
  - The manner in which the assessment will occur. This may be as part of regular course offerings or separate assessment instruments.
  - The criteria for demonstrating proficiency. These could include minimal scores on commercial tests and/or the demonstration of skills.
  - The options for remediation if further work in any or all of the areas is needed.
- Institutions should report the procedures and standards used in assessing previous education presented by an applicant for transfer, whether from community colleges or other undergraduate institutions, or graduate institutions. If applicable, this process should be designed to establish whether the previous work presented is equivalent in character and scope to the work required in the program to be pursued by the candidate. As much as possible, these assessments must be based on the merits of the work presented. The test to be used is the extent to which previous education meets the intent of relevant aspects of the institution's programs.

Advisory Services

- The institution provides evidence of systematic advising or counseling services designed to identify potential teacher education candidates and to provide advice and counsel to those considering enrolling or already admitted into teacher education programs. Such advising will provide reliable information based on the institution's past experience concerning prospects for employment in the candidate's chosen field.
- The advising system, whatever its specific design, is assessed to determine whether it conveys to candidates information necessary to consider teaching as a career, the requirements of specific programs of interest to a potential candidate, and the requirements of the program in which a candidate is enrolled, as well as resources available to the candidate to facilitate completion of the program.

Completion of Program/Evaluation - Exit Criteria

- The recommendation of recognized institutions that a candidate be certificated is accepted by the Illinois State Board of Education as verification that the candidate has satisfactorily completed all requirements of the certification statues and relevant rules and regulations and has successfully completed an approved program leading to the certification and endorsement for which the candidate is recommended.

- The institution has established written policies and criteria for determining whether a candidate will be recommended for certification by entitlement.

V. FACULTY

Qualification/Assignment

- No provision stated.

Faculty Load

- The program is supported by adequate and sufficient faculty, instructional resources, and clinical settings.

Faculty Development

- No provision stated.

Faculty Evaluation

- No provision stated.

VI. GOVERNANCE

Relationship of Program to Institution

- No provision stated.

Authority/Autonomy

- No provision stated.

Structure and Administration

- The institution has developed and maintains an administrative and policy development structure that provides the capability to undertake the coordinating, planning, and evaluative processes necessary to the conduct of teacher education programs.

- The institution must have a means of insuring adequate administration of, and planning for, teacher education programs. This standard requires a description of the system of responsibility for teacher education. Assessment of compliance involves determining that the system maintained by the institution insures maintenance and operation of the programs as described and that the system is given sufficient jurisdiction to respond effectively to issues of coordination, planning, and evaluation.

Planning

- One kind of information institutions must develop and use for administrative and planning purposes is information regarding the available supply of teachers in the subject matter field.
- The institution has established a continuous process for the evaluation of its teacher education programs and graduates. Evidence that the results of this evaluation, together with consultation with school personnel and community persons and groups, are used in the development of new programs or modification of existing programs shall be presented.

VII. RESOURCES

Personnel

- The institution evidences continuing availability and commitment of fiscal, human, and other resources adequate to conduct approved teacher education programs.
- The resources include, in addition to fiscal resources, full- and part-time faculty, facilities, instructional and library materials, and clinical sites. Adequacy of these resources is determined by examining:
  - The appropriateness of the academic and professional experience of faculty to the roles assigned;
  - The availability and appropriateness of facilities in light of the kinds of programs sponsored;
  - The scope, currentness, accessibility, and relevance of library and instruction material; and
  - The appropriateness of clinical sites.

Fiscal

- See "Personnel" as stated above.

Facilities

- The institution evidences continuing availability and commitment of fiscal, human, and other resources adequate to conduct approved teacher education programs.
- The continuing availability and commitment of resources can best be demonstrated in two ways:
  (1) Presentation of historical and projected budgetary trends; and
  (2) Description of the process and criteria by which the institution internally allocates fiscal and human resources.

Library, Equipment, Supplies

- No provision stated.

ACCREDITING STATE:	IOWA
MAILING ADDRESS:	Division of Special Education Iowa Department of Education Grimes State Office Building DesMoines, Iowa 50319-0146
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STANDARDS PUBLICATION:	Rules for Teacher Education and Certification (September 1986)

PROFILE: ACCREDITATION STANDARDS - IOWA

I. ELIGIBILITY

General

- Each institution seeking approval of its programs of teacher education shall file evidence of the extent to which it meets the standards by means of a self evaluation report.
- Approval of institutions' teacher education programs by the state board shall be based on the recommendation of the director of education after study of the factual and evaluative evidence on record about each program in terms of the standards contained in this chapter.
- Approval, if granted, shall be for a term of five years; however, approval for a lesser term may be granted by the state board if it determines conditions so warrant.
- Approval of institutions' graduate teacher education programs by the state board shall be based on the recommendation of the director after study of the factual and evaluative evidence on record about each program in terms of the standards contained in this chapter. Approval if granted shall be for a term of five years; however, approval for a lesser term maybe granted by the state board if it determines conditions so warrant.

Relationship Between Accreditation and Certification

- After the state board has approved the teacher education programs filed by an institution, students who complete the programs and are recommended by the authorized official of that institution will be issued the appropriate certificate and endorsement(s).

II. CURRICULUM

Overall Institutional

- The general education component for teacher education students is a planned program determined jointly by faculty members in teacher education and faculty in academic areas.
- The general education component for teacher education shall include but not be limited to those studies known as liberal arts which shall embrace the areas of humanities, mathematics, biological and physical sciences, and the social and behavioral sciences.

- Programs for the preparation of teachers shall operate under a stated set of purposes and objectives and these objectives shall reflect the institution's conception of the teacher's role, and shall be explicit in formal statements and evidenced by practical application.
- Curricular programs for the preparation of teachers shall be designed to achieve the desired objectives and shall reflect the judgment of members of the faculty, students, graduates of teacher education programs, and professional associations.
- The program shall require prospective teachers to observe and analyze a variety of teaching models and to assess their own teaching effectiveness and professional growth needs.
- Preparation in human relations shall be included in programs leading to teacher certification. Human relations study shall include interpersonal and intergroup relations and shall contribute to the development of sensitivity to and understanding of the values, beliefs, life styles, and attitudes of individuals and the diverse groups found in a pluralistic society.
- Knowledge of the processes of human growth and development, and learning, and the practical application of this knowledge to teaching with specific emphasis on each grade level endorsement program in which teachers are being prepared.
- Knowledge and utilization of methods, materials, and media appropriate to teaching, with special emphasis upon the student's field of specialization. Methods of instruction shall require study of the application of methods and techniques in a clinical setting in the particular field of specialization.
- Understanding of the philosophical and sociological foundations underlying the development and organization of public education in the United States.
- Understanding of the purposes, administrative organizations, and operation of the total education program of the school.
- Ability to teach effectively and to work ethically and constructively with pupils, teachers, administrators, and parents.
- The program shall require study of skills and strategies to be used in classroom management of individual, and of small and large groups under varying conditions.
- Each graduate teacher education program leading to certification shall be built upon a statement of purposes and objectives of teaching/serving in the area of the school curriculum.

- Each graduate teacher education program leading to certification shall be designed to meet the guidelines established by the state board.

- Each graduate teacher education program leading to certification shall require scholarship beyond that achieved in undergraduate education; therefore, each program shall provide for maintaining quality of this scholarship.

- Each graduate teacher education program leading to certification shall be built on a statement of the courses or competencies needed by students to teach or serve in the appropriate area of the school program or curriculum.

Specialist Courses (Core Curriculum)

- Program requirements for special education teaching endorsements are:

  - Baccalaureate or master's degree from a regionally accredited institution;

  - Completion of an approved human relations component;

  - Professional education core: completed coursework or evidence of competency in:

    (a) Structure of American education;

    (b) Philosophies of education;

    (c) Professional ethics and legal responsibilities;

    (d) Audiovisual/media/computer technology;

    (e) Human growth and development related to the grade level endorsement desired; and

    (f) Completion of prestudent teaching field-based experiences in special education.

- Specific requirements - For each of the following teaching endorsements in special education, the applicant must have completed 24 semester hours in special education.

  Behavioral Disorders

  - Prekindergarten-kindergarten behavioral disorders. Meet the requirements for the early childhood - special education endorsement and complete coursework in:

(a) K-12 introduction/characteristics of behavioral disorders;

(b) A kindergarten through sixth grade methods course specific to behavioral disorders.

- K-6 behavioral disorders:

(a) K-12 introduction/characteristics of behavioral disorders to include etiology of the disability, a historical perspective of its treatment, an overview of current trends in the treatment of the disability, and a study of the impact of the disability on the child and family;

(b) K-6 methods course specific to behavioral disorders to include an understanding of teaching materials appropriate to behavioral disorders and skill in curriculum planning and modification;

(c) A course of a general survey nature in the area of exceptional children;

(d) A course or courses in the collection and use of academic and behavioral data for the educational diagnosis, assessment, and evaluation of special education pupils which should include:

  (1) Norm-referenced instruments (including behavioral rating measures);

  (2) Criterion-referenced instruments;

  (3) Ecological assessment techniques;

  (4) Systematic observation;

  (5) Individual trait or personality assessments;

  (6) Social functioning data; and

  (7) Application of assessment results to individualized program development and management.

(e) Coursework or evidence of competency in:

  (1) Individual behavioral management, behavioral change strategies, and classroom management;

  (2) Methods and strategies for working with parents, regular classroom teachers, support service personnel, paraprofessionals, and other individuals involved in the education program.

(f) Student teaching specifically in a behavioral disorders K-6 categorical program.

- 7-12 behavioral disorders:

(a) Same as K-6 behavioral disorders except that methods and student teaching must be 7-12 instead of K-6;

(b) A course in career-vocational programming for special education students.

Mental Disabilities: Mild/Moderate

- Prekindergarten-kindergarten mental disabilities. Meet the requirements for early childhood - special education.

- K-6 mental disabilities: mild/moderate:

(a) K-12 introduction/characteristics of mental disabilities to include the etiology of the disability, a historical perspective of its treatment, an overview of current trends in the treatment of the disability, and a study of the impact of the disability on the child and family;

(b) K-6 curriculum, methods and materials course for students with mild mental disabilities (to include the concepts of career-vocational education, transition, and integration);

(c) K-12 functional, age-appropriate, longitudinal curriculum development (life skills) course for students with moderate mental disabilities which should include:

    (1) Assessment and evaluation;

    (2) Instructional methodology;

    (3) Integration and social interactions in regular schools and community environments;

    (4) Transition process from school to community environments;

    (5) Career-vocational programming.

(d) A course of a general survey nature in the area of exceptional children;

(e) A course or courses in the collection and use of academic and behavioral data for the educational diagnosis, assessment and evaluation of special education pupils which should include:

    (1) Norm-referenced instruments (including behavioral rating measures);

    (2) Criterion-referenced instruments;

    (3) Ecological assessment techniques;

    (4) Systematic observation;

    (5) Individual trait or personality assessments;

    (6) Social functioning data;

    (7) Application of assessment results to individualized program development and management.

  (f) Coursework or evidence of competency in:

    (1) Individual behavioral management, behavioral change strategies, and classroom management;

    (2) Methods and strategies for working with parents, regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program.

  (g) K-6 student teaching in mild mental disabilities categorical program;

  (h) K-6 student teaching in moderate mental disabilities categorical program.

- 7-12 mental disabilities; mild/moderate:

  (a) Same as K-6 mental disabilities except that the mild methods and mild student teaching must be completed 7-12 instead of K-6; and

  (b) A course in career-vocational programming for special education students.

Mental Disabilities: Moderate/Severe/Profound

- The holder of this endorsement is authorized to teach students with moderate, severe, and profound multiple handicaps from age five to age 21.

- Prekindergarten-kindergarten mental disabilities. Meet the requirements for early childhood - special education.

- K-12 mental disabilities: moderate/severe/profound:

(a) K-12 introduction/characteristics of mental disabilities to include the etiology of the disability, a historical perspective of its treatment, an overview of current trends in the treatment of the disability, and a study of the impact of the disability on the child and family;

(b) K-12 functional, age-appropriate, longitudinal curriculum development (life skills) course for students with moderate mental disabilities which should include:

(1) Assessment and evaluation;

(2) Instructional methodology;

(3) Integration and social interactions in regular schools and community environments;

(4) Transition process from school to community environments; and

(5) Career-vocational programming.

(c) K-12 functional, age-appropriate, longitudinal curriculum development (life skills) course for students with severe/profound multiple handicaps which should include:

(1) Assessment and evaluation;

(2) Instructional methodology covering adaptations and the concept of partial participation;

(3) Integration and social interactions in regular schools and community environments;

(4) Transition process from school to community environments; and

(5) Career-vocational programming.

(d) A course of a general survey nature in the area of exceptional children;

(e) Coursework or evidence of competency in:

(1) Individual behavioral management, behavioral change strategies, and classroom strategies;

(2) Methods and strategies for working with parents, regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program.

(f) K-6 or 7-12 student teaching with students who experience moderate mental disabilities;

(g) K-6 or 7-12 student teaching experience with students with severe/profound multiple handicaps.

- There must be a student teaching experience with both moderate and severe/profound multiply handicapped students; however, one practicum may be completed if the experiences and responsibilities are comparable to student teaching.

Learning Disabilities

- K-6 learning disabilities:

(a) K-12 introductory course of learning disabilities that includes a historical perspective to the field's development, characteristics and etiology, definitions and identification procedures, conceptual orientations, treatment and intervention, impact of the disability on the individual and family, and current trends and issues.

(b) K-6 instructional methods and strategies course specific to learning disabilities that at least covers the areas of reading, written expression, listening comprehension, oral language, mathematics, independent student behaviors, social skills, and curriculum development;

(c) At least one of the following courses:

(1) Methods in remedial reading;

(2) Methods in remedial mathematics;

(3) Language and language disorders; and

(4) Methods in behavioral disorders.

(d) A course of a general survey nature in the area of exceptional children;

(e) A course or courses in the collection and use of academic and behavioral data for the educational diagnosis, assessment, and evaluation of special education pupils which should include:

(1) Norm-referenced instruments (including behavioral rating measures);

(2) Criterion-referenced instruments;

(3) Ecological assessment techniques;

(4) Systematic observation;

(5) Individual trait or personality assessments;

(6) Special functioning data; and

(7) Application of assessment results to individualized program development and management.

(f) Coursework or evidence of competency in:

(1) A course in individual behavioral management, behavioral change strategies, and classroom management; and

(2) A methods and strategies course for working with parents, regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program.

(g) Student teaching specifically in a K-6 learning disabilities categorical program.

- 7-12 Learning Disabilities

(a) Same as K-6 learning disabilities except that instructional methods and strategies course and student teaching must be 7-12 instead of K-6; and

(b) A course in career-vocational programming for special education students.

Physically Handicapped

- Prekindergarten-kindergarten physically handicapped. Meet the requirements for early childhood - special education.

- K-6 physically handicapped.

(a) K-6 introduction/characteristics of physically handicapped to include the etiology of the disability, a historical perspective of its treatment, an overview of current trends in the treatment of the disability, and a study of the impact of the disability on the child and family.

(b) A K-6 methods course specific to physically handicapped to include an understanding of teaching materials appropriate to the physically handicapped and skill in curriculum planning and modification.

(c) A course of a general survey nature in the area of exceptional children.

(d) A course or courses in the collection and uses of academic and behavioral data for the educational diagnosis, assessment, and evaluation of special education pupils which should include:

(1) Norm-referenced instruments (including behavioral rating measures);

(2) Criterion-referenced instruments;

(3) Ecological assessment techniques;

(4) Systematic observation;

(5) Individual trait or personality assessments;

(6) Social functioning data; and

(7) Application of assessment results to individualized program development and management.

(e) Coursework or evidence of competency in:

(1) Individual behavioral management, behavioral change strategies, and classroom management; and

(2) Methods and strategies for working with parents, regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program.

(f) Student teaching specifically in a K-6 physically handicapped categorical program.

- 7-12 physically handicapped.

(a) Same as K-6 physically handicapped except that methods and student teaching must be 7-12 instead of K-6; and

(b) A course in career-vocational programming for special education.

Hearing Impaired

- Prekindergarten-kindergarten hearing impaired. Meet the requirements for the K-6 hearing impaired endorsement and complete course work in:

  (a) Curriculum development and instructional methods for working with young hearing impaired children (birth through age six);

  (b) A course specific to using various communication systems with hearing impaired children;

  (c) The education of hearing impaired infants and their parents to include the parent-infant relationship, parent training, social/economic issues affecting the family, and development of model parent-infant programs; and

  (d) A student teaching experience or practicum with hearing impaired children (birth through age six).

- K-6 hearing impaired.

  (a) Anatomy and physiology of the hearing mechanism;

  (b) Language development and disorders;

  (c) Teaching academic subjects to the hearing impaired;

  (d) Teaching language and speech to the deaf/hearing impaired;

  (e) A course in the use of sign language for the hearing impaired;

  (f) A course of a general survey nature in the area of exceptional children; and

  (g) A course or courses in the collection and use of academic and behavioral data for the educational diagnosis, assessment, and evaluation of special education pupils which should include:

    (1) Norm-referenced instruments (including behavioral rating measures);

    (2) Criterion-referenced instruments;

    (3) Ecological assessment techniques;

    (4) Systematic observation;

(5) Individual trait or personality assessments;

(6) Social functioning data; and

(7) Application of assessment results to individualized program development and management.

(h) Coursework or evidence of competency in:

(1) Individual behavioral management, behavioral change strategies, and classroom management;

(2) Methods and strategies for working with parents, regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program; and

(3) Understanding the multiply handicapped child.

(i) Student teaching specifically in a hearing impaired K-6 categorical program.

- 7-12 Hearing Impaired.

(a) Same as K-6 hearing impaired except that student teaching must be 7-12 instead of K-6; and

(b) A course in career-vocational programming for special education students.

- Itinerant teacher - hearing impaired. The holder of this endorsement is authorized to serve as an itinerant teacher with children from birth to 21 years. The applicant shall have met the requirements for one of the above endorsements and in addition thereto the following course work:

(a) Effective techniques for working with families of preschool handicapped children; and

(b) Consultation processes in special education.

Visually Impaired

- Prekindergarten-kindergarten visually impaired. Meet the requirements for early childhood - special education.

- K-6 visually impaired:

(a) Anatomy and physiology of the visual mechanism;

(b) Introduction to instruction of the visually impaired;

(c) Braille;

(d) Techniques of instruction for the visually impaired;

(e) A course of a general survey nature in the area of exceptional children; and

(f) A course or courses in the collection and use of academic and behavioral data for the educational diagnosis, assessment, and evaluation of special education pupils which should include:

- (1) Norm-referenced instruments (including behavioral rating measures);
- (2) Criterion-referenced instruments;
- (3) Ecological assessment techniques;
- (4) Systematic observation;
- (5) Individual trait or personality assessments;
- (6) Social functioning data; and
- (7) Application of assessment results to individualized program development and management.

(g) Coursework or evidence of competency in:

- (1) Individual behavioral management, behavioral change strategies, and classroom management;
- (2) Methods and strategies for working with parents, regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program;
- (3) Understanding the multiply handicapped child; and
- (4) Knowledge of latest technology when working with visually impaired.

(h) Student teaching in K-6 categorical visually impaired program.

- 7-12 Visually Impaired:

(a) Same as K-6 visually impaired except that student teaching must be 7-12 instead of K-6; and

(b) A course in career-vocational programming for special education students.

- Itinerant teacher-visually impaired. The holder of this endorsement is authorized to serve as an itinerant teacher with children from birth to 21 years (and to maximum allowable age in accord with Iowa Code Section 281.8). The applicant shall have met the requirements for one of the above endorsements and in addition thereto the following coursework:

  (a) Effective techniques for working with families of preschool handicapped children; and

  (b) Consultation processes in special education.

Multicategorical resource teacher - mildly handicapped

- K-6 multicategorical resource. The holder of this endorsement must meet the requirements to serve as a teacher of the non-handicapped.

  (a) A K-12 introductory course for providing educational services to the mildly disabled youngsters in multicategorical programs which should include current trends and issues for serving these youngsters in multicategorical programs which should include current trends and issues for serving these youngsters, basic theoretical and practical approaches, educational alternatives. implication of federal and state statutes and related services, and the importance of the multidisciplinary team in providing more appropriate educational programming;

  (b) A K-6 methods and strategies course which includes numerous models for providing curricular and instructional methodologies utilized in the education of the mildly handicapped;

  (c) Two strategy courses chosen from the following list:

    (1) A methods course for mental disabilities;

    (2) A methods course for learning disabilities;

    (3) A methods course for behavioral disorders;

    (4) A course in remedial reading; and

    (5) A course in remedial mathematics.

(d) A course of a general survey nature in the area of exceptional children; and

(e) A course or courses in the collection and use of academic and behavioral data for the educational diagnosis, assessment, and evaluation of special education pupils which should include:

    (1) Norm-referenced instruments (including behavioral rating measures);

    (2) Criterion-referenced instruments;

    (3) Ecological assessment techniques;

    (4) Systematic observation;

    (5) Individual trait or personality assessments;

    (6) Social functioning data; and

    (7) Application of assessment results to individualized program development and management.

(f) Coursework or evidence of competency in:

    (1) Individual behavioral management, behavioral change strategies, and classroom management;

    (2) Methods and strategies for working with parents, support services personnel, regular classroom teachers, paraprofessionals, and other individuals involved in the educational program

(g) Student teaching in a K-6 multicategorical resource room - mildly handicapped.

7-12 Multicategorical Resource:

(a) The holder of this endorsement must meet the requirements to serve as a teacher of the non-handicapped;

(b) Same as K-6 except that student teaching and the instructional strategies course for the multicategorical resource room must be 7-12 instead of K-6; and

(c) A course in career-vocational programming for special education students.

Early Childhood - Special Education

- A course of a general survey nature in the area of exceptional children;
- Coursework specifically focused on special education children from conception to age three which should include:
  - (a) Development;
  - (b) Screening, assessment, and evaluation;
  - (c) Service delivery models;
  - (d) Curriculum, including behavior management;
  - (e) Working with adult learners; and
  - (f) Prestudent teaching field experience in home instruction programs.
- Coursework specifically focused on special education children from age three to six which should include:
  - (a) Development;
  - (b) Screening, assessment, and evaluation;
  - (c) Service delivery models;
  - (d) Curriculum, including behavior and classroom management; and
  - (e) Prestudent teaching field experience to include severely or multiply handicapped.
- A course which focuses on specific strategies for working with adult learners and family systems.
- A course specific to communication development and information on alternative communication systems for special education children.
- A course specific to methods and materials for working with young children with severe/profound or multiple disabilities to include medical issues, exercises in problem solving specific to adaptations of materials, equipment and programs, and utilization of human resources.
- A course which focuses on working with others which explores in-depth the myriad of related service agencies at the federal,

state and local levels which may be needed to appropriately serve young children and their families who may be categorized as medically fragile, disadvantaged, handicapped, in need of respite services, or from single parent families.

- A course in cardiopulmonary resuscitation and first aid training.
- Adequate preparation in methods and techniques for working with the medically fragile and technologically dependent children.
- A student teaching experience in an early childhood special education program.

Multicategorical Special Class with Integration

- Prekindergarten-kindergarten multicategorical special class with integration. Meet the requirements for the following endorsement: early childhood - special education:
- K-6 Multicategorical special class with integration. Meet the requirements for two of the following endorsements:

    (a) K-6 behavioral disorders; and

    (b) K-6 mental disabilities.

        (1) Mild/moderate, or

        (2) Moderate/severe/profound.

    (a) K-6 learning disabilities

    (b) One of the endorsements may include:

        (1) K-6 physically handicapped;

        (2) K-6 hearing impaired; and

        (3) K-6 visually impaired.

- 7-12 multicategorical special class with integration. Same as K-6 except the grade level must be 7-12. If all of the requirements for two endorsements are met with the exception of the student teaching experiences, one student teaching experience in a multicategorical special class with integration program may be completed.

Speech and Language Teacher

- Reserved: To be developed.

Special Education Support Personnel

- Authorizations requiring a certificate:
  - (a) Based on teaching endorsements:
    - (1) Consultant;
    - (2) Educational strategist;
    - (3) Itinerant hospital services or home services teacher;
    - (4) Special education media specialist;
    - (5) Supervisor of special education - instructional; and
    - (6) Work experience coordinator.
  - (b) Based on school centered preparation but sequence of course work does not permit service as a teacher:
    - (1) School audiologist;*
    - (2) School psychologist;
    - (3) School social worker;*
    - (4) Speech and language clinician;* and
    - (5) Supervisor of special education - support.
  - (c) Director of special education.
- Authorizations requiring statements of professional recognition and licenses obtained from the division of licensure, Iowa department of public health or the board of nursing.
  - (a) School audiologist;*
  - (b) School occupational therapist;
  - (c) School physical therapist;
  - (d) School social worker;*
  - (e) Special education nurse; and
  - (f) Speech and language clinician.*

* There are two avenues available for the authorization. Only one is required.

Special Education Consultant

- The holder of this endorsement is authorized to serve as a special education consultant. This support personnel provides ongoing assistance to instructional programs for pupils requiring special education.

  Consultant endorsements are available in mental disabilities, behavioral disorders, learning disabilities, physical disabilities, hearing impaired, visually impaired, early childhood - special education, multicategorical resource room - mildly handicapped. The early childhood - special education consultant endorsement allows the individual to provide services to programs with pupils below the age of seven. All other consultants can serve programs with pupils from age five to 21.

- Program requirements:

  (a) Master's degree:

    (1) Option 1 - Master's in special education in an endorsement area.

    (2) Option 2 - Master's in another area of education plus 30 graduate semester hours in special education (instructional). These hours may have been part of, or in addition to, the degree requirements.

  (b) Content: This sequence is to be at least eight graduate semester hours to include the following:

    (1) Curriculum development design; and

    (2) Consultation process in special or regular education.

      - Examination, analysis, and application of a methodological model for consulting with teachers and other adults involved in the educational program;

      - Interpersonal relations, interaction patterns, interpersonal influence, and communication skills.

    (3) Skills required for conducting a needs assessment, delivering staff inservice needed, and evaluating inservice sessions.

- Other:

  (a) Meet the requirements for the special education teaching endorsement congruent with the consultant authorization desired; and

  (b) Four years of successful teaching experience, two of which must be congruent with the consultant authorization desired.

Educational Strategist

- The holder of this endorsement is authorized to serve as an educational strategist. This special education support personnel provides assistance to regular classroom teachers in developing intervention strategies for pupils who are mildly handicapped in obtaining an education but can be accommodated in the regular classroom environment.

- Program requirements:

  (a) Master's degree:

    (1) Option 1 - Master's in special education in an endorsement area.

    (2) Option 2 - Master's in another area plus 30 graduate semester hours in special education (instructional). These hours may have been part of, or in addition to, the degree requirements.

  (b) Content - Completion of the strategist training program to include the following components to total a minimum of eight graduate semester hours:

    (1) Interpersonal interaction patterns;

    (2) Communication skills;

    (3) Response effectiveness;

    (4) Educational diagnosis and remediation;

    (5) Instructional analysis (task, abilities and related processes);

    (6) Behavior management - motivational factors;

    (7) Formulation of treatment strategies - concept teaching, teaching strategy format; and

(8) Practicum in consultative, diagnostic, and treatment design experiences.

- Other:

(a) Hold one of the special education teaching endorsements. This authorization is restricted to the instructional grade level held:

(1) Prekindergarten-kindergarten;

(2) K-6; and

(3) 7-12.

(b) Four years of successful teaching experiences, two of which must be completed in regular education.

Itinerant hospital services or home services teacher

- The holder of this endorsement is authorized to provide instructional services to those special education pupils hospitalized or homebound and unable to attend class.

- Program requirements. Degree - baccalaureate.

- Other:

(a) Hold a teaching certificate. This authorization is restricted to the instructional grade level held:

(1) Prekindergarten-kindergarten;

(2) K-6; and

(3) 7-12.

- Personnel assigned to provide instructional services in psychiatric wards must have the endorsement to serve behavioral disordered students at the proper instructional grade level.

Special education media specialist

- The holder of this endorsement is authorized to serve as a special education media specialist. This support personnel provides correlation of media services only for pupils requiring special education.

- Program requirements. Degree - master's with emphasis in the specialized area of educational media.

- Other - Hold one of the teaching endorsements for special education or one of the teaching endorsements.

Supervisor of special education ~ instructional

- The holder of this endorsement is authorized to serve as a supervisor of special education instructional programs. There are two endorsements available within this category:

  (a) The early childhood - special education supervisor endorsement allows the individual to provide services to programs with pupils below the age of seven; and

  (b) The supervisor of special education - instruction endorsement (K-12) allows the individual to provide services to programs with pupils from five to 21.

- Program requirements:

  (a) Master's degree:

    (1) Option 1 - Master's in special education in an endorsement area; and

    (2) Option 2 - Master's in another area of education plus 30 graduate semester hours in special education (instructional). These hours may have been part of, or in addition to, the degree requirements.

  (b) Hold or meet the requirements for the consultant endorsement;

  (c) Content - The program shall include a minimum of 16 graduate semester hours to specifically include the following:

    (1) Coursework requirements specified for special education consultant;

    (2) Current issues in special education administration;

    (3) School personnel administration;

    (4) Program evaluation;

    (5) Educational leadership;

    (6) Administration and supervision of special education; and

(7) Practicum: Special education administration. Note: This requirement can be waived based on two years of experience as a special education administrator.

- Other:

(a) Two years of consultant/supervisor/coordinator/head teacher or equivalent experience in special education; and

(b) The supervisor for early childhood - special education would need to meet the requirements for that endorsement. The K-12 supervisor would need to meet the requirements for one special education teaching endorsement to include instructional grade levels K-6 and 7-12.

Work Experience Coordinator

- The holder of this endorsement is authorized to provide support service as a work experience coordinator to secondary school programs, grades 7-12.

- Program requirements:

(a) Baccalaureate degree;

(b) Content:

(1) A course in career-vocational programming for special education students (if not included in program for 7-12 endorsement);

(2) A course in coordination of cooperative occupational education programs; and

(3) A course in career-vocational assessment and guidance of the handicapped.

- Other - Hold a special education endorsement - grades 7-12.

School Audiologist

- The holder of this endorsement (or statement of professional recognition) is authorized to serve as a school audiologist to pupils with hearing impairments from birth to 21.

- Program Requirements:

(a) Master's degree in audiology; and

(b) Content - Completed the requirements in audiology and has also completed the professional education sequence, i.e., 20 semester hours including student teaching/internship as a school audiologist. Courses in the following areas may be recognized for meeting the 20 hour sequence.

(1) Curriculum courses (e.g., reading, methods, curriculum development, etc.);

(2) Foundations (e.g., philosophy of education, foundations of education, etc.);

(3) Educational measurements (e.g., school finance, tests and measurements, measures and evaluation of instruction, etc.);

(4) Educational psychology (e.g., educational psychology, educational psychology measures, principles of behavior modification, etc.);

(5) Courses in special education (e.g., introduction to special education, learning disabilities, etc.); and

(6) Child development courses (e.g., human growth and development, principles and theories of child development, history of early childhood education, etc.).

(c) General education courses (e.g., introduction to psychology, sociology, history, literature, humanities, etc.) will not be credited as meeting the 20 hours.

(d) Completion of an approved human relations component;

(e) The program must include preparation that contributes to the education of the handicapped and the gifted and talented.

- Statement of professional recognition (SPR):

(a) If a person has completed a master's in audiology but has not completed the education sequence or chooses not to be certified, a license must be obtained from the Iowa state board of speech pathology and audiology examiners, Iowa department of public health. Additionally, the person is required to obtain a statement of professional recognition (SPR) from the teacher education and certification bureau, department of education.

(b) Procedure for acquiring the statement of professional recognition: The special education director (or designee) of the area education agency must submit a letter requesting that the authorization be issued. The following documents must be included:

(1) A copy of a temporary or regular license issued from the division of licensure, Iowa department of public health;

(2) An official transcript reflecting the master's degree in audiology.

A temporary SPR will then be issued for one school year. An approved human relations course must be completed before the start of the next school year. The applicant must provide evidence that:

(1) The human relations component has been fulfilled within the required time frame, and

(2) The class of license from the division of licensure is regular in the event a temporary license was issued initially.

Speech and Language Clinician

- The holder of this endorsement (or statement of professional recognition) is authorized to serve as a speech and language clinician to pupils from birth to 21.

- Option 1 - Program Requirements:

  (a) Master's degree in speech pathology;

  (b) Content - Completion of the requirements in speech pathology and the professional education sequence, i.e., 20 semester hours including student teaching/internship as a school speech and language clinician. Courses in the following areas may be recognized for meeting the 20 hour sequence:

    (1) Curriculum courses (e.g., reading, methods, curriculum development, etc.);

    (2) Foundations (e.g., philosophy of education, foundations of education, etc.);

    (3) Educational measurements (e.g., school finance, tests and measurements, measures and evaluation of instruction, etc.);

(4) Educational psychology (e.g., educational psychology, educational psychology measures, principles of behavior modification, etc.);

(5) Courses in special education (e.g., introduction to special education, learning disabilities, etc.); and

(6) Child development courses (e.g., human growth and development, history and theories of early childhood education, etc.).

- General education courses (e.g., introduction to psychology, sociology, history, literature, humanities, etc.) will not be credited as meeting the 20 hours.

  (a) Completion of an approved human relations component;

  (b) The program must include preparation that contributes to the education of the handicapped and the gifted and talented.

- Option 2 - Statement of Professional Recognition (SPR). If a person has completed a master's degree in speech pathology but has not completed the education sequence or chooses not to be certified, a license must be obtained from the Iowa state board of speech pathology and audiology examiners, Iowa department of public health. Additionally, the person is required to obtain a statement of professional recognition (SPR) from the teacher education and certification bureau, department of education.

- Procedure for acquiring the statement of professional recognition. The special education director (or designee) of the area education agency must submit a letter requesting that the authorization be issued. The following documents must be included:

  (a) A copy of a temporary or regular license issued from the division of licensure, Iowa department of public health;

  (b) An official transcript reflecting the master's degree in speech pathology. A temporary SPR will then be issued for one school year. An approved human relations course must be completed before the start of the next school year. The applicant must provide evidence that:

    (1) The human relations component has been fulfilled within the required time frame; and

    (2) The class of license from the division of licensure is regular in the event a temporary license was issued initially.

Supervisor of Special Education - Support

- The holder of this endorsement is authorized to serve as a supervisor of special education support programs. (This includes the hearing conservation/educational services which encompass the hearing impaired instructional programs.)

- The supervisor authorization is discipline specific.

- Program requirements:

  (a) Master's degree in preparation for school psychology, speech/language pathology, audiology (or education of the hearing impaired), or social work;

  (b) Content - The program shall include a minimum of 16 graduate semester hours to specifically include the following:

    (1) Consultation process in special or regular education;

    (2) Current issues in special education administration;

    (3) Program evaluation;

    (4) Educational leadership;

    (5) Administration and supervision of special education; and

    (6) Practicum - Special education administration. Note: This requirement can be waived based on two years of experience as a special education administrator.

- Other:

  (a) Four years of support service in a school setting with special education students in the specific discipline area desired;

  (b) Meet the certification requirements for one of the following endorsements:

    (1) School audiologist (or hearing impaired at K-6 and 7-12);

    (2) School psychologist;

    (3) School social worker; and

    (4) Speech and language clinician.

- An individual holding a statement of professional recognition is not eligible for the supervisor endorsement.

Director of Special Education

- The holder of this endorsement is authorized to serve as a director of special education. Assistant directors, special education coordinators and other equivalent types of positions are required to hold this endorsement.

- Program requirements - Degree: specialist or its equivalent - A master's degree plus at east 32 semester hours of planned graduate study in administration or special education beyond the master's degree.

  (a) Hold or meet the requirements for supervisor of special education - instructional endorsement;

  (b) Content - The program shall include a minimum of 32 graduate semester hours, 16 semester hours of which are outlined under supervisor of special education - instructional or support.

    (1) Foundations of school administration;

    (2) School finance;

    (3) School law;

    (4) School - community relations; and

    (5) Electives in educational administration, special education, school psychology, speech/language pathology, audiology, and school social work so that the program totals 32 graduate semester hours.

- Other:

  (a) Option 1 - Instructional. Meet the requirements for one special education teaching endorsement to include at least two of the following levels:

    (1) Early childhood - special education;

    (2) K-6; and

    (3) 7-12.

  (b) Option 2 - Support. Meet the certification requirements for one of the following endorsements:

(1) School audiologist;

(2) School psychologist;

(3) School social worker; and

(4) Speech and language clinician.

- An individual holding a statement of professional recognition is not eligible for the director endorsement.

School Occupational Therapist

- The holder of this authorization can serve as a school occupational therapist to pupils with physical impairments from birth to 21. The legalization for this support personnel is through a statement of professional recognition (SPR) and not through a certificate.

- Program requirements:

  (a) Degree or equivalent baccalaureate in occupational therapy;

  (b) Hold a valid license to practice occupational therapy in Iowa as granted by the division of licensure, Iowa department of public health.

- Procedure for acquiring a statement of professional recognition (SPR): The special education director (or designee) of the area education agency must submit a letter to the division requesting that the authorization be issued. Additionally, these documents must be submitted:

  (a) A copy of a temporary or regular license from the division of licensure, Iowa department of public health;

  (b) An official transcript.

- A temporary SPR will then be issued for one school year. An approved human relations course must be completed before the start of the next school year. The applicant must provide evidence that:

  (a) The human relations component has been fulfilled within the required time frame, and

  (b) The class of licenses from the division of licensure is regular in the event a temporary license was issued initially.

School Physical Therapist

- The holder of this authorization can serve as a school physical therapist to pupils with physical impairments from birth to 21. The legalization for this support service personnel is through a statement of professional recognition (SPR) and not through a certificate.

- Program Requirements:

  (a) Degree or equivalent baccalaureate in physical therapy;

  (b) Hold a valid license to practice physical therapy in Iowa as granted by the division of licensure, Iowa department of public health.

- Procedure for acquiring a statement of professional recognition (SPR). The special education director (or designee) of the area education agency must submit a letter to the division requesting that the authorization be issued. Additionally, these documents must be submitted:

  (a) A copy of a temporary or regular license from the division of licensure;

  (b) An official transcript.

- A temporary SPR will then be issued for one school year. An approved human relations course must be completed before the start of the next school year. The applicant must provide evidence that:

  (a) The human relations component has been fulfilled within the required time frame, and

  (b) The class of license from the division of licensure is regular in the event a temporary license was issued initially.

Special Education Nurse

- The holder of this authorization is authorized to serve as a special education nurse to pupils requiring special education from birth to 21. The legalization for this support service personnel is through a statement of professional recognition (SPR) and not through a certificate.

- Program requirements - Baccalaureate degree in nursing or master's in nursing.

- Other:

  (a) Current licensure in the state of Iowa by the board of nursing;

  (b) Two years experience in public health nursing including service to schools or as a school nurse.

- Temporaries. A professional registered nurse who does not meet the above stated criteria: The applicant must complete six semester credits of graduate or undergraduate coursework in special education within one school year after receiving temporary authorization.

- Procedure for acquiring a statement of professional recognition. The special education director (or designee) of the area education agency must submit a letter to the division requesting that the statement of professional recognition be issued. Additionally, the following documents must be submitted:

  (a) A copy of the license issued from the Iowa board of nursing;

  (b) An official transcript; and

  (c) Verification of above stated criteria.

- A temporary SPR will then be issued for one school year. An approved human relations course must be completed before the start of the next school year.

School Social Worker

- The holder of this endorsement is authorized to serve as a school social worker to pupils from birth to 21.

- Option 1 - Program Requirements. A master's degree in social work from an accredited school of social work to include a minimum of 20 semester hours of coursework (including practicum experience) which demonstrates skills, knowledge, and competencies in the following areas:

  (a) Social work: study and knowledge in the following three areas:

    (1) Assessment (e.g., social, emotional, behavioral, and familial, etc.);

    (2) Intervention (e.g., individual, group, family counseling, etc.); and

(3) Related studies (e.g., community resource coordination, multidiscipline teaming, organizational behavior, research, etc.);

(b) Education - Study and knowledge in the following areas:

(1) General education (e.g., school law, foundations of education, methods, psychoeducational measurement, behavior management, child development, etc.)

(2) Special education (e.g., exceptional children, psychoeducational measurement, behavior management, special educational regulations, counseling school age children, etc.);

(3) Practicum experience - The program shall include an experience in a school setting under the supervision of an experienced school social work practitioner. The practicum shall include experiences in assessment; direct services to children and families; consultation; staffing, community liaison and documentation; which leads to the development of professional identity and the disciplined use of self. If a person has served two years as a school social worker the practicum experience can be waived;

(4) Completion of an approved human relations component; and

(5) The program must include preparation that contributes to the education of the handicapped and the gifted and talented.

- Option 2 - Statement of professional recognition (SPR). The special education director (or designee) of the area education agency must submit a letter requesting that the authorization be issued. Additionally, an official transcript reflecting the master's in social work must be included. If a person qualifies for a regular license, that must also be submitted. A temporary SPR will then be issued for one school year. An approved human relations course must be completed before the start of the next school year. The applicant must provide evidence that the human relations component has been fulfilled within the required time frame. A temporary SPR will be granted for one additional school year if the person does not qualify for a license. At the end of the second school year, the applicant must submit a copy of a regular license.

Other Special Requirements

o No provision stated.

III. RELATIONSHIP TO WORLD OF PRACTICE

Clinical and Field Based Experience

- In depth experience with children or youth shall be provided and required early in the teacher education program for all students. The institution shall develop a program of designed, basic experiences in a variety of school settings to develop in potential teachers an understanding of the nature of the teaching process and the role of the classroom teacher.
- A student teaching experience:
  - Shall be required of all teacher education programs;
  - Shall be a full time experience;
  - Shall be designed both as a growth and learning experience and as an evaluation of potential for teaching and certification;
  - Shall include observation, provide for expanding responsibilities, including participation in a broad range of activities of a teacher in a school, and provide for intensive and continuous involvement;
  - Shall continue until the student has achieved the stated objectives, or it is determined the student is not qualified and the student teaching is terminated;
  - Shall provide an opportunity for the student to assume major responsibility for the full range of teaching duties in a real school situation under the guidance of college or university personnel who are experienced in and have continuing experience with elementary, middle, or secondary teaching, and properly certificated, experienced personnel from the cooperating school; and
  - Shall provide for the student a professional evaluation of the student teaching experience as an essential part of professional counseling for the student as a person and for recommendation for certification.
- The institution shall have available, either through faculty within the institution, or through mutually agreed upon criteria with other institutions' faculty, the provision for the direct supervision of students to give assistance and guidance during their student teaching or other field experiences.
- Each graduate teacher education program leading to certification designed for the development of initial competence in teaching or in an area of educational specialization shall include a program of

supervised practical experience in the function for which the student is being prepared. These experiences shall be designed both to develop competency and to serve as a basis for evaluating performance. Time for both on campus and off campus experiences shall be provided.

Follow-up of Graduates

- The institution shall:
  - Define and implement procedures to assess the quality of its graduates when they complete the teacher education program and apply for recommendation for certification and entry into the profession;
  - Define and implement procedures to evaluate the graduates from teacher education programs after they enter the teaching profession. Such evaluation shall determine the adequacy of their preparation, and their competence as teachers; and
  - Show evidence that it uses the results of its evaluation in the modification and improvement of its programs.

Relationship with Field

- Curriculum development for each graduate teacher education program leading to certification shall make provision for enlisting the cooperation and participation of representatives of local school systems, college teachers in fields related to the area of specialization, professional associations, and appropriate committees.

IV. STUDENTS

Admission

- There shall be announced and written policies by which students apply for admission to teacher education programs.
- There shall be announced and written criteria for admission to teacher education programs. The institution shall show evidence that the criteria selected took into consideration such factors as: college entrance examination scores, grade point average, basic skills, understanding of and personal characteristics necessary to teaching, and observations by faculty.
- There shall be announced and written policies by which students apply for admission to student teaching.
- There shall be announced and written criteria for admission to student teaching. The criteria shall include a review of the

student's record of scholarship, performance in an area of specialization, competence in the professional sequence, and observations by faculty.

- There shall be announced and written policies and criteria for admission to each graduate teacher education program.

Monitoring - Assessment/Competencies

- The unit shall design and implement a plan for continuous evaluation of students as they progress through the graduate teacher education programs.

Advisory Services

- The institution shall provide students in teacher education with counseling services to include but not be limited to academic, program, and personal counseling.
- The institution shall provide a faculty advisor for each student admitted to teacher education. The faculty advisor shall have an understanding of the teacher education program to be followed by each advisee.
- The institution shall have current data on teacher supply and demand which shall be available to all students in teacher education.
- The institution shall provide a placement service for its students in teacher education.
- Graduate students in teacher education shall have available to them advisory services. The advisory system shall reflect attention to individual student potentialities.

Completion of Program/Evaluation - Exit Criteria

- The unit shall define and implement procedures to assess the quality of its graduates when they complete the graduate teacher education program and apply for recommendation for certification and entry into the profession.

Multicultural Groups and Persons with Disabilities

- Preparation in human relations shall be included in programs leading to teacher certification. Human relations study shall include interpersonal and intergroup relations and shall contribute to the development of sensitivity to and understanding of the values, beliefs, life styles, and attitudes of individuals and the diverse groups found in a pluralistic society.

V. FACULTY

Qualification/Assignment

- The collective competence and background of the total teacher education faculty shall reflect a balance of theory, experience, and knowledge appropriate to the teacher education programs being offered.
- Faculty members in professional education shall have preparation and have had experiences in situations similar to those for which the teacher education students are being prepared.
- Faculty members in professional education shall have and maintain an ongoing involvement in activities in elementary, middle, and secondary schools.
- Faculty members who teach methods courses in subject areas shall be familiar with current practices concerning such areas in elementary, middle, and secondary schools.
- Faculty members involved in graduate teacher education programs leading to certification shall have preparation and have had experiences in situations similar to those for which the graduate teacher education students are being prepared.
- Faculty members involved in graduate teacher education programs leading to certification shall have and maintain an ongoing involvement in activities in elementary, middle, and secondary schools.
- Part time faculty, when employed, shall be identified and shall meet the requirements for appointment as a full time faculty member or be employed to fill a need for staff to support instruction.
- Part time faculty involved in graduate teacher education programs leading to certification shall meet the requirements for appointment to the full time faculty or are employed on a proportionate basis when they can make a contribution to the graduate teacher education programs.

Faculty Load

- The institution shall provide conditions essential to the effective performance by the teacher education faculty which shall include policies establishing maximum limits for teaching and supervisory loads and other assigned responsibilities.
- Faculty members involved in graduate teacher education programs leading to certification shall be provided conditions essential to carry out effective performance; such conditions shall include

policies establishing maximum limits for teaching and supervisory loads and other assigned responsibilities.

Faculty Development

- The institution shall provide evidence that faculty members in teacher education are provided the opportunities, through faculty development, to grow professionally through participation in activities related to their assignments.
- Faculty members involved in graduate teacher education programs leading to certification shall be provided opportunities, through faculty development, to grow professionally through participation in activities related to their assignments.

Faculty Evaluation

- The unit shall evaluate instruction and such evaluation shall be made in terms of instructional competence to provide the programs for which approval is sought.
- The institution shall evaluate instruction in terms of instructional competence to provide the programs for which approval is sought.

VI. GOVERNANCE

Relationship of Program to Institution

- No provision stated.

Authority/Autonomy

- No provision stated.

Structure and Administration

- Responsibility for assuring the quality of the various graduate teacher education programs within an institution shall be centralized and vested in a single designated administrative unit.
- Responsibilities for the administration of a continuing program of curriculum development, evaluation, and revisions for graduate teacher education programs shall be centralized in a designated administrative unit.

Planning

- No provision stated.

VII. RESOURCES

Personnel

- The collective competence and background of the total teacher education faculty shall reflect a balance of theory, experience, and knowledge appropriate to the teacher education programs being offered.

- Faculty members in professional education shall have preparation and have had experiences in situations similar to those for which the teacher education students are being prepared.

Fiscal

- Have the financial resources available to support the scope of the graduate teacher education programs offered.

Facilities

- A materials laboratory or center shall be maintained either as part of the library or as a separate entity. It shall be available to students and faculty as a laboratory of materials of instruction,. contain an array of media, technology, and materials commonly used in elementary, middle, and secondary schools, and shall be administered by professionally prepared personnel.

- Classrooms, offices, clerical assistance, equipment, and similar resources essential for graduate teacher education shall be provided to support the scope of graduate teacher education programs being offered.

Library, Equipment, Supplies

- Classrooms, offices, clerical assistance, equipment, and similar resources essential for graduate teacher education shall be provided to support the scope of graduate teacher education programs being offered.

- The library shall serve as the principle material resource center for instruction, research, and other services pertinent to the teacher education programs; library administrative procedures and equipment shall conform to accepted media practices, including cataloging methods and adequate hours of accessibility; the library shall be administered by professionally prepared personnel.

- The library shall serve as the principle material resource center for instruction, research, and other services pertinent to the graduate teacher education programs; library administrative procedures and equipment shall conform to accepted media practices, including cataloging methods, adequate hours of accessibility; the library shall be administered by professionally prepared personnel.

ACCREDITING STATE: KANSAS

MAILING ADDRESS:

Certification, Teacher Education
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Kansas Department of Education
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STANDARDS PUBLICATION: Certification and Teacher Education Regulations (July 1, 1989)

PROFILE: ACCREDITATION STANDARDS - KANSAS

I. ELIGIBILITY

General

- The state board shall accredit colleges and universities that desire to prepare school personnel for certification. A college or university shall be accredited for ten years. The state board may withdraw accreditation if, after holding a hearing, it is found that these regulations have not been met. A college or university shall be accredited before the state board may approve specific teacher education programs offered at the college or university.

- Colleges and universities desiring to extend the accreditation of their institution for an additional ten years shall make application to the commissioner of education not less than one year prior to the expiration of the present accreditation.

- The state board shall approve specific teacher education programs of colleges and universities that desire to prepare school personnel for certification. A program shall be approved for five years. The state board may withdraw approval of a specific program if after holding a hearing, it is found that these regulations have not been met.

- Colleges and universities desiring to extend the approval for specific teacher education programs for an additional five years shall make application to the commissioner of education not less than one year prior to the expiration of the present approval.

Relationship Between Accreditation and Certification

- The institutions shall be responsible to the State Department of Education for evaluating and recommending their graduate students with reference to their special competencies in terms of specific program objectives.

- An initial certificate to teach shall be issued only to those applicants who have taken and satisfactorily passed the precertification examination prescribed by the state board.

II. CURRICULUM

Overall Institutional

- The institution shall have a process for coordinating the development of curriculum and its implementation and evaluation between those departments offering general education and teacher education to assure that the goals of the general education standards for teacher education programs are achieved.

- The general education program shall:
  - Be designed to develop the student's skills of analysis, synthesis, and evaluation, competence in written and oral communication skills, understanding of and the ability to use basic mathematical properties, processes, and symbols, and require the study and the application of modes of inquiry and the characteristics of the disciplines in the arts, humanities, natural sciences, and the social sciences.
  - Require the study of the historical and cultural values, customs, and social institutions, of both western and nonwestern cultures and both minority and majority cultures in our own society.
- The institution shall:
  - Furnish evidence that instruction is evaluated systematically, based upon performance of its students within the institution and later as members of the education profession;
  - Develop a process of curriculum planning and development which shall include the development of program objectives to assure each component functions in relation to other parts.
  - Provide evidence that its faculty uses a variety of instructional procedures which contribute to the student's preparation, such as class discussion, large and small group work, lectures, laboratory work, use of teacher aides and a variety of media; and
  - Collect and use information pertaining to performance of students in teaching, their performance on standardized tests, the quality of their subsequent work in accredited graduate and professional institutions, and the degree to which the institution has attained its goals in the preparation of professional school personnel.
- Programs for the preparation of teachers shall operate with clearly stated purposes and objectives.
- A statement of the purposes, scope, and objectives of all teacher education programs shall be included in any catalog or other printed materials used by the institution to describe its programs. The statement shall indicate each certification program offered, the grade span for which state approval has been grated, the level at

which programs are offered (basic or advanced), and the graduate programs offered for the preparation of personnel of specifically-named school support services programs. Objectives stated for teacher education shall be consistent with those stated for the institution as a whole.

- Teacher preparation programs shall be designed to achieve the stated institutional purposes and educational objectives and shall be developed with the input of faculty, students, graduates, lay citizens, and professional educational organizations.

- The professional education component shall be based on those studies which include foundations of education, methods and materials of teaching, and supervised laboratory experiences designed to provide competencies required in the education professions.

- Any institution which provides a teacher education program shall have written objectives for the professional education component of that program. These objectives shall be available for inspection and review.

- The program of professional preparation for teaching shall provide for individualization of each student's program to develop:

  - Knowledge of the process of human growth and development, including all categories of exceptionalities, and the practical application of this knowledge to teaching;

  - Knowledge of research findings, teaching methods, materials, media, and technology appropriate to teaching with emphasis in a student's field or fields of specialization;

  - The ability to each effectively and to work ethically and constructively with pupils, teachers, administrators, and partens;

  - An understanding of the foundations underlying the development and organization of education in the United States;

  - An understanding of the purposes, administrative organization, and operation of the basic educational programs of the school;

  - The ability and willingness to analyze the student's own teaching skills as a means of continually improving those skills; and

  - The ability to teach reading skills appropriate to the level of the student and to the subject content.

- Programs of professional study in education shall include studies in interpersonal relations and multicultural education.

Specialist Courses (Core Curriculum)

- Curriculum designed for the development of initial competence in teaching or in an area of educational specialization shall include a program of college supervised practical experience in the functions for which the student is being prepared; this program shall be designed both to develop competence and to serve as a basis for evaluating the student's performance and for recommending appropriate certification or a master's degree; adequate time for both on-campus and off-campus experiences should be provided to meet these objectives.

- Internal provisions giving evidence of harmony between objectives and prerequisites, to the effect that such prerequisites and program provisions together shall form a consistent and interrelated whole.

- Provisions for communication, cooperation, and coordination shall be clearly stated in writing in institutions operating several programs. Data shall be available to indicate the objectives being served; the unique and cooperative program provisions; and the means of program evaluation. Evidence of such evaluation shall be provided to those persons or parties having a reasons for such information. Those institutions offering both graduate and undergraduate programs shall maintain consistency in philosophy, principles, and objectives upon which teacher education programs are based.

- The course of study shall require preparation beyond that achieved in undergraduate education programs.

- An outline of each program shall give evidence of the provision for achieving the objectives of the program. When two or more related kinds of student objectives are served within one broad program, the provisions for achieving each should be made clear.

- Programs shall provide sufficient breadth of coverage to enable the student to develop supporting and related competencies and insights in addition to the major field study.

- Each individual program of teaching specialization shall:

    - Be assigned to a designated unit of the teacher education institution; and

    - Be based upon a written statement of program objectives. The program objectives shall be prepared by the faculty and shall be based on an analysis of current practices and recommendations of professional organizations representing the field.

- Each program of study constituting an individual program of teaching specialization shall:
  - Consist of a sequentially planned curriculum available in printed publications such as catalogs and handbooks;
  - Be identified in course outlines, schedules, and syllabi kept on file in the appropriate departmental or administrative offices;
  - Be designed to produce the competencies needed to successfully teach at the appropriate grade levels;
  - Include a planned sequence of early field experience, including classroom observation, directed laboratory experiences, and teacher assistance. This planned sequence shall include a variety of classroom settings; and
  - Include systematic evaluation procedures which will serve as a basis for recommending teacher education students for teacher certification.
- Any teacher education institution desiring to offer an innovative, experimental program designed to prepare educational personnel for new types of positions for which no program exists, or to develop a new approach or method for the preparation of education personnel in an existing program, shall make a written request to the state board for approval of the program. The request shall include the following:
  - A written statement of the purpose and teaching objectives in the area, including a description of the type of public school program that would be needed to accomplish these objectives. This material shall be prepared cooperatively by the agencies concerned with teacher education, and shall be based on analyses of current practices and trends in the area;
  - A written statement of the competencies needed by educational personnel in the public school program. These competencies shall include attitudes, knowledge, and skills required for a beginning teacher. This statement of competencies shall be based'upon the purpose and objectives of the program.
- The administrative structure of the innovative experimental program shall be such that responsibility for the program is vested in the preparing institution.
- Each innovative experimental program shall include a description of the curricula under which educational personnel will be prepared and evaluated, and the educational personnel's progress in the program.

- An innovative experimental program shall be supported by identified human and physical resources. The continuing availability of the resources shall be assured for the duration of the program. Any resources not under the control of the teacher education institution shall be outlined and confirmed by the controlling agency.

- An innovative experimental program shall include a timetable which sets forth a starting and termination date for the program as follows:

  - The sequence of activities that will occur;

  - The anticipated schedule of evaluative check points;

  - Identification of competencies to be completed by the students; and

  - Provision for program design changes at selected intervals in the program.

  The timetable shall give the approximate dates on which periodic program reports are to be submitted to the appropriate institutional officials and to the state board.

- An innovative experimental program shall provide for continuing evaluation with definite provisions for performance criteria and for follow up at specified intervals. The evaluation plan shall includee definition and specification of the kinds of evidence that will be gathered and reported. The evaluation shall provide information to identify areas in the programs that need strengthening and to suggest new directions for program development.

- Each applicant for a special education supervisor/coordinator endorsement at the kindergarten through 12 level shall have successfully completed a state approved graduate degree program, the requirements for a special education subject area endorsement, the requirements for the kindergarten through 12 level endorsement in one or more the special education subject areas, and two years of experience in one or more special education subject areas. Each applicant shall be recommended by a teacher education institution.

Special Education Supervisor/Coordinator

- Each approved special education supervisor/coordinator program shall require students to complete a course of study allowing the students to:

  - Acquire knowledge of procedures to develop and select curricula, instructional methods and media. The course of study shall allow students to acquire the ability to:

(a) Explain the relationship between instructional objectives and the curriculum developed or selected to attain them;

(b) Identify the sources of influence upon curriculum development and selection;

(c) Develop a curriculum unit related to the attainment of instructional objectives;

(d) Describe a variety of instructional methods that can be applied with exceptional pupils;

(e) Apply an instructional method to an instructional objectives;

(f) Use media as a part of the instructional process;

(g) Plan a process for completing a program of curriculum study and development; and

(h) Describe the procedures required to establish and maintain an instructional resource center.

- Acquire knowledge of staff support system development and operation. The course of study shall allow students to acquire the ability to:

(a) Explain procedures to improve communication between and among staff members;

(b) Elicit information from others about issues related to improvement of instructional programs and use the information to plan new approaches to instruction;

(c) Describe a procedures to assist staff members in the areas of program planning and problem solving skills;

(d) Develop and implement a plan for program needs assessment;

(e) Conduct a staff development workshop that is related to program needs; and

(f) Describe procedures to assist staff members in applying knowledge and skills acquired through staff development activities.

- Acquire knowledge of human relations and consultation skills. The course of study shall allow students to acquire the ability to:

(a) Explain the function of consultation as part of a supervisor/coordinator's role:

(b) Describe elements or components of the consultation process;

(c) Develop a consultation plan to provide assistance to individual and groups of staff members; and

(d) Display individual and group conferencing techniques.

- Acquire knowledge of instructional program evaluation. The course of study shall allow students to acquire the ability to:

(a) Develop a plan to instruct staff in the use of a peer supervision system;

(b) Describe the procedures used to implement a clinical supervision program;

(c) Explain the manner in which staff members and a supervisor/coordinator can collaborate on developing performance evaluation procedures consistent with role descriptions;

(d) Plan a procedure to conduct formative and summary evaluations of instruction programs; and

(e) Describe approaches that can be used to interpret and communicate instruction program evaluation information.

- Acquire knowledge of program management activities. The course of study shall allow students to acquire the ability to:

(a) Describe processes for the selection, orientation and assignment of staff members;

(b) Describe the role of the supervisor/coordinator in planning and implementing comprehensive instructional services;

(c) Develop a system to coordinate assignment of teacher education students to directed teaching, practicum and other related experiences;

(d) Plan a procedure to disseminate research results that can be used to improve instructional programs;

(e) Develop a plan for the acquisition and distribution of instructional media;

(f) Design a budget to provide instructional services for pupils in one of the special education subject areas; and

(g) Explain the relationship of instructional evaluation data to strategies of instructional improvement.

Special Education Subject Area Endorsements

o Each applicant for one of the special education subject area endorsements shall have successfully completed a state approved program in at least one of the following special education subject areas:

- Behavior disorders;
- Early childhood handicapped;
- Gifted;
- Hearing Impaired;
- Learning Disabilities;
- Mentally Retarded;
- Physically Impaired;
- Severely multiply handicapped or visually impaired.

Each applicant shall be recommended by a teacher education institution.

o Each applicant shall have successfully completed:

- A state approved program to teach regular education students at the level for which the special education subject area endorsement application is submitted, except any applicant for an endorsement to teach early childhood handicapped or severely multiply handicapped may substitute an undergraduate degree in occupational therapy, speech-language pathology, child development, nursing or another related field; or
- A professional education component that allows students to acquire:

  (a) Knowledge of human development and learning;

  (b) Knowledge of regular education foundations;

  (c) Knowledge of interpersonal relations and multicultural education;

(d) Knowledge of teaching methodology for fields or subjects at the level or levels for which the initial special education subject area endorsement application is submitted; and

(e) Ability to apply the requirements of (a) through (d) above to teaching nonexceptional pupils; or

- Two years of recent accredited experience in the special education subject area for which the endorsement application is submitted.

o An applicant who has completed an approved special education subject area program in another state and does not meet the requirements stated above shall be issued a one year provisional endorsement if recommended by a Kansas accredited teacher education institution that has a state approved program in the subject area for which endorsement is sought.

- The applicant shall file a deficiency plan with the recommending teacher education institution to complete the requirements stated above.
- Provisional endorsement may be renewed for two additional one year endorsements if progress is made each year toward completing the requirements for full endorsement and the application receives the recommendation of the teacher education institution.

o Provisional endorsement for applicant who have not completed a state approved special education subject area program.

- An applicant shall be issued a provisional endorsement, valid for one year, upon receiving the recommendation of a teacher education institution and completing the requirements set forth in the Kansas Certification and Teacher Education Regulations.
- Provisional endorsement may be renewed yearly for a maximum of three additional years with the recommendation of the teacher education institution and progress each year toward completing the requirements for full endorsement in the area.

o An approved special education subject area program shall require students to complete a course of study allowing the students to:

- Acquire knowledge of special education foundations. The course of study shall allow students to acquire the ability to:

  (a) Explain the relationship of special education to regular education;

(b) Describe contributions of other disciplines to the identification, classification, treatment and education of exceptional pupils;

(c) Identify contributors to the growth and improvement of special education knowledge and practices;

(d) Describe types of instructional arrangements for exceptional pupils;

(e) Explain the impact that state and national legislation, litigation and professional and parent organizations have upon the development of special education programs;

(f) Describe the roles that teachers, other professionals and parents assume in providing instruction and other services for exceptional and nonexceptional pupils;

(g) Explain commonalities and differences among special education areas in terms of etiology, diagnosis, characteristics, treatment/instructional approaches and post school status;

(h) Explain the manner in which a code of ethical conduct applies to continued development of professional skills, responsibility for the welfare of those served, sharing knowledge with others and cooperative efforts with colleagues; and

(i) Describe ways to use past and present literature to improve performance as a professional special educator.

- Acquire knowledge of the concepts used to establish etiology, identify characteristics of exceptionality and select instructional and intervention strategies. The course of study shall allow students to acquire the ability to:

(a) Describe procedures used to identify and classify variance from normal standards in social, communication, cognitive, motor and affective behaviors;

(b) Describe contributions of family, biological and environmental factors to the origins of variant behaviors;

(c) Explain the procedures used to screen and diagnose, and the manner in which these are related to selection of an instructional and intervention plan;

(d) Give examples of behavioral performance profiles; and

  (e) Compare the similarities and differences among instructional and intervention strategies and the manner in which the effectiveness of strategies is determined.

- Acquire the ability to apply and report the results of preinstructional assessment procedures. The course of study shall allow students to acquire the ability to:

  (a) Select and use formal and informal measurement instruments commensurate with a pupil's developmental level;

  (b) Score and interpret norm and criterion references tests of academic achievement;

  (c) Modify or construct measurement devices when other instruments are not applicable;

  (d) Collect and analyze performance information through systematic observations and recordings of social and academic behaviors;

  (e) Use task analysis or similar procedures to determine the effectiveness of a pupil's problem solving strategy;

  (f) Evaluate the impact of a present placement on a pupil's presenting problems; and

  (g) Present a report of assessment results.

- Acquire the ability to relate instructional content and media to pupil needs. The course of study shall allow students to acquire the ability to:

  (a) Select instructional content that enables pupils to acquire knowledge and skills in areas such as literacy, self-care, personal growth, career preparation and social competence;

  (b) Select media to attain instructional goals and objectives; and

  (c) Explain the relationship between pupil failure and inappropriate behavior, and content and media that are too easy or difficult.

- Acquire the ability to use assessment data to plan and implement instructional methodology. The course of study shall allow students to acquire the ability to:

  (a) Establish goals and objectives from assessment information;

  (b) Develop the scope and sequence of learning activities for pupil attainment of instructional goals and objectives;

  (c) Apply computer and related technology to instructional processes;

  (d) Vary instructional format and schedule to enhance pupil performance;

  (e) Select and apply specialized methods; and

  (f) Provide a pupil with information about performance results for the purpose of enhancing continued progress and the development of self-evaluation skills.

- Acquire the ability to plan learning environments. The course of study shall allow students to acquire the ability to:

  (a) Arrange the instructional setting to enhance pupil performance;

  (b) Ensure pupil access to necessary instructional media;

  (c) Designate areas for specific pupil activities; and

  (d) Use visual displays consistent with instructional goals and objectives;

- Acquire knowledge of processes to establish constructive pupil-teacher and pupil-pupil interpersonal relationships. The course of study shall allow students to acquire the ability to:

  (a) Explain the impact of cultural, social, affective and other pupil variables upon interpersonal relationship;

  (b) Describe methods to establish and maintain communication with a pupil;

  (c) Model behavior appropriate to specific circumstances, such as anger, affection, humor, honesty;

  (d) Explain how communication methods are used to support pupil efforts to achieve; and

  (e) Develop a plan to enable exceptional and nonexceptional pupils to understand that both groups have needs in common and needs that are unique to individuals.

- Acquire the ability to implement individual and group behavior management procedures. The course of study shall allow students to acquire the ability to:

(a) Observe and record pupil performance on instructional and related objectives;

(b) Apply appropriate expectations and consequences for pupil performance;

(c) Plan programs to increase appropriate and decrease inappropriate pupil behaviors; and

(d) Involve pupils in the development of group and self management plans.

- Acquire the ability to establish a program evaluation plan. The course of study shall allow students to acquire the ability to:

(a) Develop measurement strategies consistent with instructional objectives;

(b) Calculate the effects of the program upon individual pupil performance and use them to determine total program effectiveness;

(c) Use evaluation results to maintain or change an instruction program;

(d) Communicate evaluation results to administrators, other teachers, parents and members of the community; and

(e) Develop a system to follow the progress of pupils who no longer need special education and related services.

- Acquire knowledge of the principles related to development of cooperative and supportive relationships with colleagues. The course of study shall allow students to acquire the ability to:

(a) Model communication, consultation and problem solving skills that can be used to provide regular and special educators with knowledge of instructional and management procedures for exceptional pupils;

(b) Develop a plan to communicate program needs to others;

(c) Describe the manner in which suggestions from others can be used for program improvement;

(d) Explain procedures for planning and implementing staff development activities; and

(e) Participate as a member of an interdisciplinary team in activities related to planning, implementing and evaluating instructional and related programs for a pupil.

- Acquire knowledge of procedures to involve parents in planning and implementing instructional and related programs. The course of study shall allow students to acquire the ability to:

(a) Model consultation and communication skills that can be used in individual and group parent conferences;

(b) Develop a plan to instruct parents in methods for implementing a home-based teaching and management plan for their child;

(c) Locate and describe community services for exceptional pupils and their parents; and

(d) Explain parental rights and responsibilities that are described in state and federal statutes and regulations.

- Acquire knowledge of general management, supervisory and regulatory functions. The course of study shall allow students to acquire the ability to:

(a) Describe the state special education plan to colleagues and members of the community;

(b) Explain procedural due process rights to others;

(c) Apply the knowledge and abilities required by this regulation in developing, implementing and evaluating an individualized education program.

(d) Explain the role of paraprofessionals and volunteers in an instructional program; and

(e) Describe a local educational agency's policies and procedures for providing special education and related services.

- Acquire knowledge of procedures used in regular classroom, resource, self-contained, hospital and homebound, special school, residential center and other instructional placements and the ability to describe operational variables or characteristics that discriminate among types of instructional placements.

- Apply the knowledge and abilities required in this regulation in a minimum of two of the placements common to the special education subject area.

- Programs for applicants who choose to add a level to existing provisional or full special education subject area endorsement or to include an additional level in a plan of study for provisional or full endorsement in a special education subject area shall require students to complete a course of study allowing the students to:

    - Acquire the ability to apply level relevant knowledge and skills of the exceptionality area to level associated curriculum and instructional methods. The course of study shall allow students to acquire the ability:

        (a) Describe the impact of exceptionality upon cognitive, affective, social and motor domains;

        (b) Assess pupil performance before and after an instructional unit;

        (c) Plan instructional experiences that are appropriate in scope and sequence; and

        (d) Select instructional methods and media that function to increase pupil growth in knowledge and skills.

    - Apply the knowledge and abilities required by items of this regulation [(a) through (d) above] in one of the placements common to the special education subject area at the level for which the endorsement is added.

Speech-Language Pathologist

- Speech-Language Pathologist - Approved programs shall require students to complete a courses of study allowing the student to:

    - Acquire knowledge of normal and abnormal development of speech, language, and hearing. The course of study shall allow students to acquire the ability to:

        (a) Identify and explain the normal and the abnormal sequences of speech, language, and hearing development; and

        (b) Identify and explain basic anatomy, neurology, and physiology of the normal and pathologic communicative mechanism.

    - Acquire knowledge of laws and standards of regular and special education. The course of study shall allow students to acquire the ability to:

        (a) Explain the mandates and standards of federal, state, and local laws and the procedures for due process safeguards as they pertain to speech-language pathology; and

(b) Explain the philosophy and principles of public education.

- Acquire the ability to plan and implement an efficient and effective speech-language-hearing screening program. The course of study shall allow students to acquire the ability to:

  (a) Identify and select procedures for screening which are appropriate to the age and setting;

  (b) Demonstrate ability to screen for disorders of articulation, language, voice, fluency, and hearing; and

  (c) Demonstrate ability to interpret screening results and make appropriate decisions for diagnostic testing.

- Acquire the ability to diagnose speech and language problems. The course of study shall allow students to acquire the ability to:

  (a) Administer oral mechanism examinations and diagnostic tests of articulation, language, voice, fluency, and hearing thresholds;

  (b) Interpret results, record results in confidential records, and communicate diagnostic information to parents and other appropriate professionals; and

  (c) Make appropriate referrals for additional testing.

- Acquire knowledge of case selection and planning procedures. The course of study shall allow students to acquire the ability to:

  (a) Explain procedures for selecting caseload based upon eligibility criteria established by a school district;

  (b) Describe procedures for selecting a delivery model appropriate to the needs of the individual to be served;

  (c) Utilize diagnostic information to determine long term and short term objectives; and

  (d) Write an appropriate individualized education plan for communicatively handicapped children and communicate the plan in a multi-disciplinary team conference.

- Acquire the ability to use appropriate instructional materials and equipment. The course of study shall allow students to acquire the ability to:

(a) Utilize special equipment and materials appropriate to the individuals' interests, abilities and age levels;

(b) Utilize commercial materials, make new materials, evaluate and adapt materials as needed; and

(c) Present organized oral, written, and visual materials which convey ideas to pupils, parents, colleagues, and others as appropriate.

- Acquire the ability to conduct effective management therapy sessions for disorders of articulation, language, voice, fluency, hearing or combination of these disorders. The course of study shall allow students to acquire the ability to:

(a) Clearly communicate and provide rationale for management goals and techniques to parents, teachers, and members of a multi-disciplinary team;

(b) Place in sequence and utilize management procedures appropriate to the age level and skill level;

(c) Establish and maintain good rapport with the individual and demonstrate ability to manage the behavior disorders;

(d) Recognize correct and incorrect responses and provide appropriate and consistent reinforcement;

(e) Make appropriate management decisions based on continual assessment and carry over of the individual's performance and progress; and

(f) Identify dismissal criteria and follow up procedures for each disorder.

- Acquire the ability to function in the professional roles of educator, resource person, consultant, and a referral source. The course of study shall allow students to acquire the ability to:

(a) Interact professionally with parents, professionals and paraprofessionals;

(b) Disseminate information about the manner in which speech-language pathology services fit into the school setting and community;

(c) Conduct an assessment of the strengths and weaknesses of a given district's communication disorders program; and

(d) Conduct a self-assessment of performance and continue professional growth and development.

Director of Special Education

- Director of Special Education - Each applicant for endorsement as director of special education shall have completed:
  - A state approved director of special education program;
  - A state approved program in a special education subject area;
  - A state approved district school administrator program; and
  - A state approved building administrator program; including two years teaching experience; or
  - A state approved special education supervisor/coordinator program, including two years teaching experience in a recognized special education area. In addition, each applicant for endorsement as a director of special education shall be recommended by a teacher education institution.

Approved programs shall require students to complete a course of study allowing the students to acquire the ability to:

- Develop a written comprehensive plan for the provision of special education and related services; and
- Perform special education and related services program administrative operations in a supervised practicum placement.

Renewal Requirements:

- Director of special education endorsements originally issued prior to July 1, 1980, shall require for renewal:

  (a) Three years of recent accredited or approved experience during the validity of the last certificate held by the applicant; or

  (b) Six additional hours of recent credit or the prescribed number of recent inservice education points specified in S.B.R. 91-1-146a to 91-1-146d.

- Director of special education endorsements originally issued on or after July 1, 1980 shall require for renewal:

  (a) Six additional hours of recent credit or the prescribed number of recent inservice education points specified in S.B.R. 91-146a to 91-146d, or

(b) Two renewals may be granted on verification of three years of recent accredited or approved experience during the validity of the last certificate held by the applicant.

- Individuals holding director of special education endorsement shall not be required to complete a two hour survey course in the area of exceptional children for renewal of certification.

III. RELATIONSHIP TO WORLD OF PRACTICE

Clinical and Field Based Experience

- Programs of professional study in education shall make provisions throughout for observation and experience with school age youth.

- Student teaching shall be conducted through cooperative programs in selected schools. The academic and professional education faculty shall supervise student teachers.

- Each institution shall have written contract with school systems for mutually agreed upon activities, services, and compensation; roles and responsibilities; provisions for solving problems and the coordination of ongoing activities; and means for revisions to meet changing needs and conditions.

- Each school system and institution shall have an identifiable coordinator who channels or coordinates all contacts, operations, and activities which pertain to field experiences prior to and during the student teaching internship, or apprenticeship program.

- Student teaching shall be:

  - Permitted only after a comprehensive, professional review of a student's record indicates that scholarship, performance in an area of specialization, competence in the professional sequence, performance in previous professional experiences, and personal characteristics qualify a student for the responsibilities of student teaching; and

  - Designed to provide comprehensive experience with expanding responsibilities, including the full range of activities of a teacher in a school situation.

- To assure adequate supervision, each full time supervisor shall be responsible for not more than 24 student teachers.

- The curriculum design of teacher education shall include practice and theory and shall integrate theories of teaching and learning with the study of actual behavioral situations.

- The curriculum in teacher education shall include supervised clinical, laboratory, and practicum experiences which shall be sequential and incremental and shall occur in a variety of settings, including the areas of specialization. These experiences shall be documented.

- The institution and the elementary and secondary schools shall develop guidelines and share responsibility for the training, selection, and evaluation of cooperating teachers, and the implementation and evaluation of the clinical, laboratory, and practicum experiences within the program.

Follow-Up of Graduates

- The institution shall develop a process of evaluating the teacher education program. The process shall include provisions for a systematic analysis of students currently enrolled and of graduates to determine whether the program is accomplishing its objectives.

Relationship with Field

- The process of curriculum development for the teacher education program and various individual programs shall include advisory or policy groups. These groups shall include faculty within the institution with responsibilities in fields related to the areas of public school specialization, and representatives of elementary and secondary schools, the state education agency, professional associations, professional committees and commissions, and teacher education students.

IV. STUDENTS

Admission

- The institution shall require students to have participated in or have been accepted into an early field experience.

- The institution shall establish an orderly method of obtaining and maintaining information relative to candidates applying for admission to teacher education.

- The institution shall establish and publish admissions standards and procedures, including the time, and if necessary, alternative times for admission. Such standards and procedures shall govern a student's acceptance into the institution's regular professional teacher preparation program. For experimental or special programs, specific admission requirements shall be indicated in the description of these programs.

- The institution shall maintain selective admission and retention procedures to maintain a quality of students in each program appropriate to its objectives.

Monitoring - Assessment/Competencies

- The institution shall have a written plan for evaluation of the performance of students enrolled in its teacher education programs. The written plan shall include measures of academic ability, observation by faculty in courses, laboratories, and field experiences, and other modes of appraisal. The evaluation shall be used to assess specific strengths and weaknesses of each student, and to determine whether the student should be retained in the teacher education program.

Advisory Services

- Each institution shall:
    - Have a student counseling program which continues throughout the program and which includes a placement service to assist graduates in finding positions;
    - Provide for the appointment of a faculty advisor for each student admitted to teacher education. The faculty advisor shall have a thorough understanding of the preparation program to be followed by each advisee.
    - Collect and maintain current data on teacher supply and demand which shall be used by all faculty assigned to advise students preparing for teaching; and
    - Maintain a system of student personnel accounting including permanent cumulative records for each student enrolled. As a part of the student record, there shall be a transcript of record, including a statement of course titles or equivalency. The cumulative records shall also include a description of all professional laboratory experiences.
- Student personnel services shall provide follow-up services after placement, guidance into educational opportunities, and redirection of persons unsuited for service in the teaching profession. Such services shall be performed by person designated by the institution as the placement officer.
- The application of operational controls shall be such as to guarantee the integrity of each program and shall include an advisory system for advanced study programs which reflects attention to individual student potentialities, utilizes all instructional resources, and recognizes the rapid growth of knowledge.

Completion of Program/Evaluation - Exit Criteria

- Have a written plan for assessing the quality of its graduates when they complete preservice programs and apply for recommendation to become certified. Upon admission to the school of education, students shall be apprised of the plan and the qualifications necessary for recommendation for certification.

- Institutions shall be responsible to the State Department of Education for evaluating and recommending their graduate students with reference to their special competencies in terms of specific program objectives.

- The institution shall have student evaluation and degree requirements supporting the admission and selective retention procedures in harmony with program objectives and over and above general institutional requirements.

- A single administrative unit within the institution shall be responsible for verifying that students have successfully completed the approved program.

- An initial certificate to teach shall be issued only to those applicants who have taken and satisfactorily passed the precertification examination prescribed by the state board.

- Except as otherwise expressly provided in these regulations, each initial certificate shall be valid for three years.

- Any secondary endorsement shall be extended to grades five and six, if the applicant's preparation:

    - Includes course work in child and adolescent psychology, accredited experience in one of the grades five through nine and 15 semester hours of education or training in each field or subject covered by the endorsement; or

    - Meets the standards set forth in S.B.R. 91-1-144 and the appropriate middle level subject and field requirements, and includes accredited teaching experience or student teaching in one or more of the grades five through nine, and 15 semester hours of education or training in each field or subject covered by the endorsement.

- Any applicant who holds or is eligible for a certificate wit an endorsement at the secondary level for one or more subjects or fields shall be granted an endorsement at the middle or junior high level, if the applicant meets the requirements of S.B.R. 91-1-30 (a)(2).

- Any applicant who is employed at an accredited teacher education institution, may meet recent credit or experience requirements with verification by the dean or head of the education department that the experiences the individual has acquired in the areas of research, curriculum development, staff development or inservice education are equivalent to the semester hour requirements for initial certification provided in S.B.R. 91-1-30.

- Renewal Requirements:

  - Any endorsement issued under the provisions of subsection (a) of this regulation may be renewed for four additional one year periods, if the applicant submits annually:

    (a) An application for renewal; and

    (b) A statement from the institution at which the deficiency plan is filed, verifying that progress has been made toward completing the state approved program.

  - A secondary endorsement shall not be granted under this regulation for any subject or field which is not specifically listed in paragraph (2) of subsection (a).

- A substitute teaching endorsement may be issued to any person meeting the requirement of subsection (b). The initial substitute teaching endorsement shall be valid for five years. Persons holding a substitute teaching endorsement shall teach no more than 90 days in any school year. The substitute teaching endorsement shall be valid for the grade level specified by the applicant's Kansas certificate or out of state certificate, if based upon such a certificate, or if based upon completion of an approved teacher education program, for the grade level of preparation.

- Each applicant shall present evidence of the following:

  - Having held a current or past Kansas teacher's certificate. The recent credit or experience required by S.B.R. 91-1-27(c) shall not apply; or

  - Having held a current or past valid teaching certificate from another state. The recent credit or experience required by S.B.R. 91-1-27(c) shall not apply; or

  - Completion of a baccalaureate degree in an approved secondary or elementary teacher education program, including recency as specified in S.B.R. 91-1-27(c).

- A renewal of the substitute teaching endorsement shall be valid for five years and shall be issued to applicants who present evidence of having received:

  - Five semester hours of recent college credit earned since the issuance of the substitute endorsement; or

  - The prescribed number of recent inservice education points specified in S.B.R. 91-1-146(a) to 91-1-146(d). Credit that is submitted as a basis for endorsement renewal shall meet the requirements stated in S.B.R. 91-1-30(b)(1).

- To receive a valid teaching certificate for the state of Kansas, all persons who have graduated from accredited institutions outside of the United State of America shall:

  - Contact a credentials evaluator for complete evaluation of academic credentials. Official copies of secondary education transcripts, certificates, and diplomas shall be provided. Material which is not written in English shall be translated into English by a translator, and the translator shall verify the accuracy of the translation. A list of credentials evaluators shall be maintained by the Kansas state department of education.

  - Each applicant for a speech language pathologist endorsement at the preschool, elementary, middle and secondary levels shall have earned a graduate degree in communication disorders with emphasis in speech-language pathology, shall have completed a state approved program in speech-language pathologfy, and shall be recommended by a teacher education institution.

Multiculutral Groups and Persons with Disabilities

- Require the study of the historical and cultural values, customs, and social institutions, of both western and nonwestern cultures and both minority and majority cultures in our own society.

V. FACULTY

Qualification/Assignment

- Faculty members in subject matter fields and in professional education fields shall be qualified for their assignments.

- The professional education faculty shall be the institution staff who teach in the professional education curriculums. The professional education faculty shall have competencies in human growth and development, with specific emphasis on psychological aspects related to learning the techniques of instruction and an understanding of the function and place of the school in society.

- Faculty in subject matter fields consist of those staff members who teach courses in the various disciplines and who do not teach in the professional education curriculums. An institution shall provide evidence that faculty members who teach courses in the various discipline areas are well informed with respect to practices concerning those disciplines in elementary and secondary schools.

- Each individual program of teaching specialization shall be supported by:
  - Faculty who have graduate level preparation in that discipline;
  - Specialized methods of instruction taught by faculty who have experience in and knowledge of specific levels of instruction.
- An institution shall provide evidence regarding faculty experience and participation in such professional activities as curriculum improvement, research, writing, and travel for educational purposes. An institution shall also provide evidence that faculty members are growing professionally through advanced study, research, and participation in activities closely related to their instructional assignments.
- An institution shall provide evidence that its policies of selection, retention, and promotion of personnel are effective in providing faculty members who are competent and professional.
- An institution shall provide for the use of part time or adjunct faculty as needed. Such part time faculty shall meet all institutional criteria with respect to academic preparation, experience, and scholarly performance as have been established for appointment as full time faculty by the institution.

Faculty Load

- The duties of each instructor shall include not only regular instruction, but also extension teaching, committee assignments, extra-curricular activities, and supervisory responsibilities in connection with thesis advisement. The duties shall also include assignments in the program of student observation and participation; independent study; advisory And consultative services; testing, psychological, and guidance services; participation in surveys; research and writing; student advisory duties; and recruitment, selection, and admission of students.

Faculty Development

- Written policies shall be provided pertaining to tenure, group insurance, sabbatical leave, sick leave, retirement, allowances, funding of inservice development of faculty, and service by the faculty in professional development on a state, regional or national basis.

Faculty Evaluation

- No provision stated.

VI. GOVERNANCE

Relationship of Program to Institution

- No provision stated.

Authority/Autonomy

- (See "Structure and Administration" which follows.)

Structure and Administration

- Institutions applying for accreditation shall be under the control of a governing board. The board shall have prescribed philosophies and policies which are designed to provide the best possible services to students and faculty, and to insure a sound educational program. The board shall make these philosophies and policies available for review and inspection.
- The board shall have established standards for the performance of all administrative functions affecting teacher education. Such standards shall be implemented under the direction of a president or other chief administrative officer.
- An organizational chart of the institution shall be available. Evidence shall be provided to support the suitability of the organization for teacher education and the manner in which functions are performed.
- Written administrative policies shall be provided to administrative officials and faculty members. Such information shall include the functions of the board of trustees, the faculty, and administrative officials with particular reference to teacher education.
- Responsibility for advanced study in education within an institution shall be centralized and vested in a single, specifically designated administrative unit.
- Institutions which offer extended services, such as summer sessions, evening and weekend programs, off-campus extension or correspondence classes, and survey and consultative services, shall have available the resources necessary to conduct such services. Information shall be provided indicating the administrative and operational provisions established to assure the quality of such special services. This information shall indicate the extent to which these special services complement or relate to the regular program.

- The responsibilities for curriculum development, evaluation, and revision of the teacher education program shall be coordinated through a single unit of the preparing institution.

- The process of curriculum development for the teacher education program and various individual programs shall include advisory or policy groups. These groups shall include faculty within the institution with responsibilities in fields related to the areas of public school specialization, and representatives of elementary and secondary schools, the state education agency, professional associations, professional committees and commissions, and teacher education students.

Planning

- No provision stated.

VII. RESOURCES

Personnel

- Each individual program of teaching specialization shall be supported by:
  - Faculty who have graduate level preparation in that discipline;
  - Specialized methods of instruction taught by faculty who have experience in and knowledge of specific levels of instruction.

Fiscal

- The board shall furnish financial records or information indicating the relative amounts expended in teacher education for instruction, administration, maintenance, equipment, supplies, library, student activities, capital outlay, and debt services as compared to other programs.

- The financial records shall be kept in such a form that the economic status of the institution is readily determinable. Current income of the institution shall be such as to enable it to operate effectively.

Facilities

- An institution shall provide laboratories and laboratory equipment needed for instructional purposes for each teacher education program offered. Space and equipment shall be made available for conducting and recording experiences such as micro-teaching, role playing, and other simulated activities.

- An institution shall make teaching-learning materials and equipment available to students and faculty. It shall provide technical instruction in the use of equipment, the production of teaching-learning materials and the use thereof, and the classification and preservation of such materials.

- An institution shall develop and follow a plan for the use of educational media and technology. The teacher education curriculum shall reflect the utilization of findings of contemporary inquiries and studies related to the science and art of teaching.

- An institution shall maintain a curriculum laboratory, either as a part of the library or as one or more separate units. It shall be open to students as a laboratory of materials of instruction and shall be directed by a faculty member knowledgeable in the various instructional materials and media used at different grade levels. This laboratory shall include a wide array of books commonly used in elementary and secondary schools; various types of teaching aids such as maps, charts, pictures, filmstrips, and recordings; various types of materials used in evaluating learning; and curriculum patterns, courses of study, and teaching units. There shall be workshop facilities for preparing new curriculum materials, including access to electronic, photographic, and other equipment.

- Each advanced study and specialization program shall be supported by adequate resources of staff, equipment, special facilitiers, library, and general institutional backing to provide maximum quality in each program.

- An institution shall provide physical facilities, instructional materials and supplies, and other resources essential for conducting teacher education programs. The physical facilitiers shall provide for the safety, health, cultural, social, educational and re creational needs of students and faculty.

Library, Equipment, Supplies

- The library shall be designed for instructional research and other services supporting the teacher education program. Administrative procedures and equipment shall conform to accepted modern practices, including methods of cataloging, arrangement of print and non-print materials, availability of student and faculty stations, and accessibility. The library shall be administered by a professionally trained librarian.

ACCREDITING STATE: KENTUCKY

MAILING ADDRESS:

Kentucky Department of Education
Capital Plaza Tower
Frankfort, KY 40601

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Assistant Director
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and Certification

STANDARDS PUBLICATION:

Standards for the Accreditation/Approval for Teacher Preparation and Teacher Education Circulars Numbers 393, 394, 395, and 398, Kentucky Teacher Preparation and Certification Handbook, 1988 Edition.

PROFILE: ACCREDITATION STANDARDS - KENTUCKY

I. ELIGIBILITY

General

- The institution is fully accredited by the appropriate regional accreditation agency.

- The teacher education institution shall prepare and submit a written narrative to show that the unit for teacher education satisfies the standards set forth in the NCATE Standards for the Accreditation of Professional Education Units. In the evaluation process the criteria for compliance associated with each standard shall be applied.

- The Department of Education, Division of Teacher Education and Certification, shall be authorized to conduct a preliminary review process by which the voluminous materials received from teacher education institutions may be analyzed with respect to their adequacy, timeliness, and conformity with the corresponding standards. The division shall select, train, and assign individuals and groups as needed for this purpose, drawing such members from the professional and lay groups that make up the constituency of the Kentucky Council on Teacher Education and Certification.

- Liaison shall be established by the Department of Education with the state affiliates of professional associations, whose standards have been approved by NCATE, to develop relationships whereby the corresponding program folios may be reviewed by organizational representatives to determine the adherence of the programs to national standards.

- Each teacher education institution shall submit an annual report on the teacher education unit and on the teacher education programs. The annual report shall include the following components:

  - General information about the institution (e.g., President's name and address; head of the school, college, or department of education and address; size of institution; course credit system; calendar type; etc.).

  - Quantitative information which relates to NCATE and Kentucky standards (e.g., enrollment, number of graduates, faculty characteristics, fiscal resources, etc.).

  - Topics related to the standards which do not allow for a quantitative response (e.g., significant changes that have occurred during the past year in any program or in the school, college, or department of education).

- Initially, the outline of the report shall be developed by the Division of Teacher Education and Certification in consultation with the Council on Teacher Education and Certification and approved by the State Board of Education.

- The annual admissions report will comprise a part of the institution's annual report.

- The institution ensures the quality of all its off-campus courses and programs that result in certification for school personnel.

Relationship Between Accreditation and Certification

- The certification of all teachers and other school personnel is vested in the State Board of Education. When so certified, teachers and other school personnel shall not be required to have licensure, certification, or other forms of approval from any other state agency for the performance of their respective assignments within the common schools.

- Certificates shall be issued to persons who have completed, at such colleges and universities as have been approved by the State Board of Education for the preparation of teachers and other school personnel, the curricula prescribed by the Kentucky Council on Teacher Education and Certification approved by the State Board of Education for the certificates.

- Each college or university accredited by the State Board of Education for the preparation of professional school personnel shall submit each proposed teacher preparation curriculum on forms prepared by the Superintendent of Public Instruction.

    - The Superintendent of Public Instruction shall evaluate each proposed curriculum in terms of the Kentucky Standards for the Preparation-Certification of Professional School Personnel.

    - The Superintendent of Public Instruction shall recommend each acceptable curriculum to the State Board of Education for approval. Upon approval by the State Board of Education the Teacher preparation curriculum shall become the basis for the institutional recommendation to the State Department of Education for the issuance of the teacher certification corresponding to that curriculum.

    - All institutions of higher education offering curricula for the preparation of school personnel shall be regularly evaluated by the Superintendent of Public Instruction or his representatives to determine whether such institutions are meeting the requirements of law.

- For the evaluation of teacher education institutions the Superintendent of Public Instruction shall use the standards of the National Council for Accreditation of Teacher Education and of the Kentucky Standards for the preparation-Certification of Professional School Personnel.

II. CURRICULUM

Overall Institutional

- o See general education requirements under each area of specialization and certification in following section.

Specialist Courses (Core Curriculum)

Concurrent Provisional Certificate for Teachers of Exceptional Children--Learning and Behavior Disorders Grades K-12 and for the Provisional Certificate for Teaching in the Early Elementary Grades K-4

- o The program of preparation shall consist of a four-year program of teacher preparation including the bachelor's degree and including a general education component, a related studies component, an academic emphasis component (special education for the concurrent program), and a professional preparation component as described below:

  - General Education

    (a) In addition to the standards included in the General Education Component of Teacher Preparation, the following is required:

      (1) *English -- Minimum of 12 hours to include composition, speech, and literature.

      (2) *Science -- Minimum of 6 semester hours to include a biological science and lab and a physical science and lab.

      (3) *Social and Behavioral Science -- Minimum of 12 hours to include 4 different discipline areas.

      *One course that focuses on non-Western culture.

  - Related Studies

    (a) Eighteen (18) semester hours distributed as follows:

      (1) *Mathematics, 6 semester hours to include a two-course sequence in mathematics for elementary teachers.

(2) *Fine Arts/Humanities, 9 semester hours to include K-4 school art, hours; K-4 school music, 3 hours; and children's literature, 3 hours.

*School Health and Nutrition and School Physical Education, 3 semester hours.

- Professional Preparation

(a) Minimum of 9 semester hours of credit. All courses should reflect the K-4 range.

(1) *Human growth, development and learning, 9 hours.

(2) *Education in society, 3 hours.

(3) Classroom management, 3 hours.

*Instructional strategies, methods and materials.

(b) *Student Teaching, 12 hours; minimum of 12 weeks full-time. Special education students will do student teaching in one special education classroom and one regular K-4 classroom.

(c) *150 clock hours of field and clinical experience prior to student teaching, at least 50% in the field at each level.

o Academic Emphasis - The academic emphasis shall be in special education and shall consist of a minimum of 27 semester hours of credit to include the following content:

- Core Requirements, 18 semester hours

(a) Survey of special education:

(1) Definitions and descriptions of exceptional children.

(2) Overviews of special education programs.

(3) School and community resources.

(4) Research findings related to exceptional children and youth.

(5) Survey of speech disorders.

(6) Language development and disabilities.

(b) Special education methods and materials.

(1) Curriculum development for exceptional children.

(2) Procedures for teaching reading, writing, arithmetic, science, and social studies to exceptional children.

(3) Procedures for developing language in exceptional children.

(4) Adaptive physical education and recreation.

(5) Classroom management of exceptional children.

(6) Utilization of prosthetic devices and equipment behavior.

(7) Techniques for observing and recording classroom behavior.

(8) Implementation and evaluation of special education instructional and management programs.

(9) Utilization of educational media and technology.

(10) Development of and evaluation of special education instructional materials.

(11) Sex education and preparation for family living.

(c) Special education instructional programs.

(1) Roles and procedures of the special education teacher in resource room programs, self-contained classrooms, and itinerant settings.

(2) Special education planning, scheduling, record keeping, reporting, and program evaluation.

(3) Inter-personal relationships.

(4) Utilization of special education support services.

(5) Working with parents of exceptional children.

(6) Special education professional development.

(d) Special education early childhood programs.

  (1) Curriculum modifications for preschool exceptional children.

  (2) Methods and materials for preschool education of exceptional children.

  (3) Concept and social development of preschool exceptional children.

(e) Career education for exceptional children.

  (1) Procedures for modifying curriculum to include of concepts related to preparation of exceptional children for employment.

  (2) Establishing and implementing work-study programs.

  (3) Vocational and career education instructional methods and materials.

  (4) Roles and responsibilities for vocational rehabilitation and other agencies in preparation for exceptional children for gainful employment.

- Area Requirements, 9 semester hours:

(a) Educational assessment of children with learning and behavior disorders shall include:

  (1) Principles of educational testing and measurement.

  (2) Administration of formal and informal tests to determine specific educational strengths and deficits of children with learning and behavior disorders.

  (3) Educationally relevant characteristics of children with learning and behavior disorders.

  (4) Interpretation of educational assessments of children with learning and behavior disorders.

(b) Prescriptive programming for children with learning and behavior disorders.

  (1) Design, implementation, and evaluation of individualized programs based upon the educationally relevant characteristics of children with learning and behavior disorders.

(2) Curriculum design for children with learning and behavior disorders.

(3) Analysis and application of instructional materials used with children with learning and behavior disorders.

(c) Field experiences with children with learning and behavior disorders.

(1) Supervised pre-student teaching experiences with children with learning and behavior disorders, such as observation, tutoring or serving as a teacher aide.

Concurrent Provisional Certificate for Teachers of Exceptional Children--Learning and Behavior Disorders Grades K-12 and the Provisional Certificate for Teaching in the Middle Grades

The program of preparation shall consist of a four-year program including the bachelor's degree and including a general education component, a related studies component, a middle grade teaching field, a special education component, and a professional preparation program as described in these standards.

- The general education component shall coincide with the standards included in the General Education Component of Teacher Preparation as described above.
- The related studies component shall include 9 semester hours of credit distributed as follows: School music--3 semester hours or School art--3 semester hours; and Mathematics for elementary school teachers--6 semester hours.
- The middle grade teaching field may be selected from any of the teaching fields for middle grade teachers.
- The special education component shall consist of a minimum of 27 semester hours of credit to include the following content:
  - Core Requirements, 18 semester hours:

(a) Survey of special education
(See course objectives above.)

(b) Special education methods and material

(c) Special education instructional programs.

(d) Special education early childhood programs.

(e) Career education for exceptional children.

- Area Requirements, 9 semester hours:

(a) Educational assessment of children with learning and behavior disorders.

(b) Prescriptive programming for children with learning behavior disorders.

(c) Field experiences with children with learning and behavior disorders shall include supervised pre-student teaching experiences with children with learning and behavior disorders, such as observation, tutoring, or serving as teacher aide.

Provisional Certificate for Teachers of Exceptional Children--Learning and Behavior Disorders, Grades K-12

The professional preparation component shall consist of 28 semester hours of credit which shall include:

o Human Growth and Development and Learning Theory shall include preparation in the amount of 3 semester hours of credit as follows: a study of how children grow, learn, and develop socially, physically, emotionally, and mentally; a study of children's developmental patterns through adolescence and the implications of this knowledge for teaching and learning; evaluation of learning processes; purposeful observation of the behavior of the child, adolescent, and youth. Additional preparation in the amount of 3 semester hours of credit shall provide for further depth of study with emphasis on pupils in the age range encompassed by the middle grades.

o Minimum 150 clock hours of clinical and field experiences prior to student teaching with at least 50% devoted to field experiences.

o Basic Concepts Concerning Education shall include: a study of teaching as a profession; the purpose of education in a democracy; and analysis of the function of schools today; a study of classroom and school organization; the teacher's expanding role in the education program, and analysis of each phase of the school program including guidance services, library services, evaluation, and reporting on a systemwide, schoolwide, and on an individual basis.

- Curriculum and Methodology for the Middle Grades shall include at least 6 semester hours of credit in the study of the philosophy and organization of instruction in the middle grades, curriculum concepts for the middle grades, methods for the teaching majors, discipline strategies, and classroom management techniques.

- Teaching Language Arts and Reading to include a minimum of 6 semester hours of credit in teaching the language arts and including two sequential courses with strong reading components.

- Supervised Student Teaching in the middle grades for a minimum of twelve weeks fulltime (all day) and shall also be evenly divided to provide half the experiences with normal children for regular classroom instruction and half of the experiences with children with learning and behavior disorders (resource rooms, special classes, and itinerant programs).

Concurrent Provisional Certificate for Teachers of Exceptional Children--Trainable Mentally Handicapped Grades K-12 and for the Provisional Certificate for Teaching in the Early Elementary Grades K-4

- The program of preparation shall consist of the curriculum outlined in the Teacher Education Certification standards. The program shall consist of a four-year program of teacher preparation including the bachelor's degree and including a general education component, a related studies component, an academic emphasis component (special education for the concurrent program), and a professional preparation component as described below:

    - General Education

        (a) In addition to the standards included in the General Education component of Teacher Preparation, the following is required:

        (1) *English -- Minimum of 12 hours to include composition, speech, and literature.

        (2) *Science -- Minimum of 6 semester hours to include a biological science and lab and a physical science and lab.

        (3) *Social and Behavioral Sciences -- Minimum of 12 hours to include 4 different discipline areas.

        *One course that focuses on non-Western cultures.

- Related Studies

  (a) Eighteen (18) semester hours distributed as follows:

    (1) *Mathematics, 6 semester hours to include a two-course sequence in mathematics for elementary teachers.

    (2) *Fine Arts/Humanities, 9 semester hours to include K-4 school art, hours; K-4 school music, 3 hours; and children's literature, 3 hours.

      *School Health and Nutrition and School Physical Education, 3 semester hours.

- Professional Preparation

  (a) Minimum of 9 semester hours of credit. All courses should reflect the K-4 range.

    (1) *Human growth, development and learning, 9 hours.

    (2) *Education in society, 3 hours.

    (3) *Classroom management, 3 hours.

    (4) Instructional strategies, methods and materials.

  (b) *Student Teaching, 12 hours; minimum of 12 weeks full-time. Special education students will do student teaching in one special education classroom and one regular K-4 classroom.

  (c) *150 clock hours of field and clinical experience prior to student teaching, at least 50% in the field at each level.

o The academic emphasis shall be in special education and shall consist of a minimum of 27 semester hours of credit to include the following content:

- Core Requirements, 18 semester hours

  (a) Survey of special education

  (b) Special education methods and materials

  (c) Special education instructional programs

  (d) Special education early childhood programs

(e) Career education for exceptional children

- Area Requirements, 9 semester hours:
  (See course objectives above under Trainable Mentally Handicapped.)

(a) Education assessment of trainable mentally handicapped children

  (1) Principles of educational and developmental testing and measurement.

  (2) Administration of formal and informal tests to determine the specific developmental strengths and deficits of trainable mentally handicapped children.

  (3) Educationally relevant characteristics of trainable mentally handicapped children.

  (4) Interpretation of educational and developmental assessments of trainable mentally handicapped children.

(b) Prescriptive programming for trainable mentally handicapped children

  (1) Design, implementation, and evaluation of individualized programs based upon the educationally relevant characteristics of trainable mentally handicapped children.

  (2) Curriculum design for trainable mentally handicapped children.

  (3) Analysis and application of instructional materials used with trainable mentally handicapped children.

(c) Field experiences with trainable mentally handicapped children shall include supervised pre-student teaching experiences with trainable mentally handicapped children, such as observation, tutoring, or serving as a teacher aide.

  (1) Supervised pre-student teaching experiences with trainable mentally handicapped children, such as observation, tutoring, or serving as a teacher aide.

Provisional Certificate for Teachers of Exceptional Children--Trainable Mentally Handicapped Grades K-12 and Provisional Certificate for Teaching in the Middle Grades 5-8

- The program of preparation shall consist of a four-year program including the bachelor's degree and including a general education component, a related studies component, a middle grade teaching field, and a professional preparation program as described in these standards.

- The general education component shall coincide with the standards included in the General Education Component of Teacher Preparation.

- The related studies component shall include 9 semester hours of credit distributed as follows: School music--3 semester hours or School art--3 semester hours; and Mathematics for elementary school teachers--6 semester hours.

- The middle grade teaching field may be selected from any of the teaching fields authorized for middle grade teachers.

  The special education component shall consist of minimum of 27 semester hours of credit to include the following content.

  - Core Requirements, 18 semester hours:
    (See course objectives under Learning and Behavior Disorders above.)

    (a) Survey of special education

    (b) Special education methods and materials

    (c) Special education instructional programs

    (d) Special education early childhood programs

    (e) Career education for exceptional children

  - Area Requirements, 9 semester hours:

    (a) Education assessment of trainable mentally handicapped children (See course objectives above)

    (b) Prescriptive programming for trainable mentally handicapped children

Professional Component (28 semester hours)

(a) Minimum of 150 clock hours of clinical and field experiences prior to student teaching with at least 50% devoted to field experiences.

(b) Human growth, development and learning theory, 3 hours and additional preparation in the amount of 3 hours shall provide for further depth of study with emphasis on pupils in the age range encompassed by the middle grades.

(c) Basic concepts concerning education.

(d) Curriculum and methodology for the middle grades shall include at least 6 hours of credit in the study of the philosophy and organization of instruction in the middle grades, curriculum concepts for the middle grades, methods for the teaching majors, discipline strategies, and classroom management techniques.

(e) Teaching Language Arts and Reading, including two sequential courses with strong reading components.

(f) Supervised student teaching in the middle grades. Twelve weeks, full day. Experiences should be evenly divided to provide half the experiences with normal children for regular classroom instruction and half the experiences with trainable mentally handicapped children (resource rooms, special classes, and itinerant programs).

Severely/Profoundly Handicapped

An endorsement for teaching severely/profoundly handicapped pupils shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who holds certification for any category of special education and who has completed in addition thereto, the approved program of preparation for the endorsement for teaching severely/profoundly handicapped pupils at a teacher education institution approved under the standards.

- The program of preparation for the endorsement for teaching severely/profoundly handicapped pupils shall consist of a minimum of 12 semester hours' credit defined as follows:
    - Characteristics of severely/profoundly handicapped children shall include: a study of the etiology, characteristics, types, and prognoses of children with multiple functional and sensory handicaps; overview of research findings related to the severely/profoundly handicapped; administrative provisions; and agencies which provide services to programs for the severely/profoundly handicapped.

  - Intervention techniques for severely/profoundly handicapped children shall include: procedures for assessing behavioral deficits; identification of objectives; analysis and sequencing of adaptive behavioral skills; utilization of prosthetic devices and equipment; evaluation techniques based on direct observation and measurement; design of individualized instructional programs, including shaping, prompting, cueing, and errorless learning.

  - Language instruction for severely/profoundly handicapped pupils shall include: an overview of theories of language acquisition and instruction; specific procedures for assessing language deficits, and systematic language instruction techniques.

  - Practicum with severely/profoundly handicapped children shall include: supervised field experience in settings that provide programs for the multiple handicapped; participation in multidisciplinary treatment teams for assessment and program planning; and experiences in working with parents of severely/profoundly handicapped children.

Provisional Certificate for Teachers of Exceptional Children--Speech and Communication Disorders

The Provisional Certificate for Teachers for Exceptional Children -- Speech and Communication Disorders shall be issued and renewed in accordance with the provision of Kansas regulations, except that the certificate shall be issued for a five year duration period or until August 1, 1994, whichever comes first, provided the applicant is pursuing a program of study which will result in obtaining a master's degree in speech-language pathology. The renewal thereafter shall require completion of a master's degree in speech language pathology by September 1 of the year of expiration.

Effective until August 1, 1994, the program of preparation for the Provisional Certificate for Teachers of Exceptional Children -- Speech and Communication Disorders shall consist of a four-year program including the bachelor's degree and including a general education component, a special education component, and a professional preparation component as described in these standards.

- The general education component shall coincide with the standards included in the General Education Component of Teacher Preparation.

- The special education component shall consist of a minimum of 36 semester hours' credit to include the following preparation:

  - Introduction to exceptional children shall include: definitions and description of exceptional children; an overview of special education programs; school and community resources; and research findings related to exceptional children and youth.

- Anatomy and physiology shall include 3 semester hours' credit in description of anatomical structures and their functions as they support speech, language, and hearing; attention given to processes of respiration, phonation, resonance, articulation, audition, and neural control.

- Speech, development, phonetics, psycholinguistics shall include 3 semester hours' credit in description of speech and language acquisition in normal children; 3 semester hours' credit in overview of the physical characteristics of sound production and description of phonetic properties of speech with emphasis on use of the International Phonetic Alphabet.

- Hearing disorders and rehabilitation to include at least 6 semester hours' credit in characteristics of auditory dysfunctions and techniques of evaluating and managing auditory disabilities.

- Language disorders and rehabilitation to include at least 6 semester hours' credit in characteristics of developmental disorders of language and techniques of evaluating and managing developmental language disorders.

- Speech pathology to include at least 12 semester hours' credit in introduction, characteristics, diagnosis and management of articulation, stuttering and voice disorders.

o The professional preparation component shall consist of practicum experience and a minimum of 9 semester hours as described below.

  - Basic Concepts Concerning Education shall include: A study of teaching as a profession; the purpose of education in a democracy; an analysis of the functions of schools today; a study of classroom and school organization; the teacher's expanding roles in the education program; an analysis of each phase of the school program including guidance services, special education services, and library services; evaluation; and reporting on a systemwide, schoolwide, and on an individual basis.

  - Human Growth and Development and Learning Theory shall include: a study of how children grow, learn, and develop socially, physically, emotionally and mentally; a study of children's developmental patterns through adolescence and the implications of this knowledge for teaching and learning; evaluation of learning processes; purposeful observation of the behavior of the child, adolescent, and youth. Preparation in an amount approximating 2 semester hours shall consist of the study of principles and procedures for adapting educational programs to accommodate the integration of exceptional children in the regular classroom to include; the identification of educationally relevant characteristics of gifted children and those with intellectual, emotional, physical, speech, language, auditory, and visual disabilities; utilization of relevant special education methods and materials; modification of the curriculum and classroom environment; and utilization of supportive services and personnel, including resource teachers.

- Introduction to Psychology shall include: overview of the study of human behavior including, but not limited to, simple conditioning, perception, and learning.

- Practicum shall include: at least 150 clock hours' direct client experience and successful school experience as defined by the training institution.

Concurrent Provisional Certificate for Teachers of Exceptional Children--Hearing Impaired Grades K-12 and for the Provisional Certificate for Teaching in the Early Elementary Grades K-4

o The program of preparation shall consist of a four-year program of teacher preparation including the bachelor's degree and including a general education component, a related studies component, an academic emphasis component (special education for the concurrent program), and a professional preparation component as described below:

  - General Education

    (a) In addition to the standards included in the General Education Component of Teacher Preparation, the following is required:

      (1) *English -- Minimum of 12 hours to include composition, speech, and literature.

      (2) *Science -- Minimum of 6 semester hours to include a biological science and lab and a physical science and lab.

      (3) *Social and Behavioral Science -- Minimum of 12 hours to include 4 different discipline areas.

*One course that focuses on non-Western culture.

- Related Studies

  (a) Eighteen (18) semester hours distributed as follows:

  (1) *Mathematics, 6 semester hours to include a two-course sequence in mathematics for elementary teachers.

  (2) *Fine Arts/Humanities, 9 semester hours to include K-4 school art, hours; K-4 school music, 3 hours; and children's literature, 3 hours.

  *School Health and Nutrition and School Physical Education, 3 semester hours.

- Professional Preparation

  (a) Minimum of 9 semester hours of credit. All courses should reflect the K-4 range.

  (1) *Human growth, development and learning, 9 hours.

  (2) *Education in society, 3 hours.

  (3) Classroom management, 3 hours.

  *Instructional strategies, methods and materials.

  (b) *Student Teaching, 12 hours; minimum of 12 weeks full-time. Special education students will do student teaching in one special education classroom and one regular K-4 classroom.

  (c) *150 clock hours of field and clinical experience prior to student teaching, at least 50% in the field at each level.

- The academic emphasis shall be in special education and shall consist of a minimum of 33 semester hours of credit to include the following content:

  (a) Core Requirements, 18 semester hours:
  (See course objectives under Learning and Behavioral Disorders above.)

  (1) Survey of special education

  (2) Special education methods and material

    (3) Special education instructional programs
    (4) Special education early childhood programs
    (5) Career education for exceptional children

- Area requirements, 15 semester hours:
  (See course objectives under Hearing Impaired above.)

(a) Educational assessment of hearing impaired children shall include:

  (1) Principles of educational testing and measurement.
  (2) Administration of formal and informal tests to determine specific educational strengths and deficits of hearing impaired children.
  (3) Educationally relevant characteristics of hearing impaired children.
  (4) Interpretation of educational assessments of hearing impaired children.
  (5) Introduction to audiology, with emphasis on anatomy of the ear.
  (6) Causes and types of hearing impairment.
  (7) Interpretation of audiometric tests.

(b) Prescriptive programming for hearing impaired children shall include:

  (1) Design, implementation, and evaluation of individualized programs based upon the educationally relevant characteristics of hearing impaired children.
  (2) Curriculum design for hearing impaired children.
  (3) Analysis and application of instructional materials used with hearing impaired children.
  (4) Teaching of academic subjects to the hearing impaired.
  (5) Methods of communication for the hearing impaired (oral, total/combined, manual).

(6) Speech for the hearing impaired.

(7) Language for the hearing impaired.

(8) Aural rehabilitation.

(c) Field experience with hearing impaired children shall include:

(1) Supervised pre-student teaching experiences with hearing impaired children, such as observation, tutoring, or serving as a teacher aide.

Concurrent Provisional Certificate for Teachers of Exceptional Children--Hearing Impaired Grades K-12 and the Provisional Certificate for Teaching in the Middle Grades

The program shall consist of a four-year program including the bachelor's degree and including a general education component, a related studies component, a middle grade teaching field, a special education component, and a professional preparation program as described in these standards.

- The general education component shall coincide with the standards included in the General Education Component of Teacher Preparation.
- The related studies component shall include 9 semester hours of credit distributed as follows: School music--3 semester hours or School art--3 semester hours; and Mathematics for elementary school teachers--6 semester hours.
- The middle grade teaching field may be selected from any of the teaching fields authorized for middle grade teachers.
- The special education component shall consist of minimum of 33 semester hours of credit to include the following content.
  - Core Requirements, 18 semester hours:
    (See course objectives under Learning and Behavioral Disorders above.)

(a) Survey of special education

(b) Special education methods and materials

(c) Special education instructional programs

(d) Special education early childhood programs

(e) Career education for exceptional children

- Area Requirements, 15 semester hours:
  (See course objectives under Hearing Impaired above.)

  (a) Educational assessment of hearing impaired children

  (b) Prescriptive programming for hearing impaired children

  (c) Field experiences with hearing impaired children shall include supervised pre-student teaching experiences with hearing impaired children, such as observation, tutoring, or serving as a teacher aide.

Endorsement for Teaching Hearing Impaired Pupils

The program shall consist of a minimum of 33 semester hours' credit to include the following:

- Survey of exceptional children shall include: definitions and descriptions of exceptional children; an overview of special education programs; school and community resources; and research findings related to exceptional children and youth.

- Foundations of education of the hearing impaired shall include: philosophical approaches to education of the hearing impaired, psychological characteristics of deaf and hard-of-hearing population, social adaptation of the hearing impaired, historical background of the education of the hearing impaired, present and past trends, problems, and issues in the education of the hearing impaired.

- Speech science and audiology shall include: study of the physical characteristics of the speech and hearing mechanisms, the physical dimensions of sound, the psycho-acoustic aspects of sound, and the relationships among these areas.

- Language and communication shall include: theoretical and practical aspects of the development, evaluation, and improvement of the hearing impaired child's receptive and expressive language and his communication skills.

- Curriculum and instruction shall include: educational assessment and prescriptive programming, development and adaptation of curriculum materials and instructional procedures including the use of media and instructional technology to fit the special educational needs of hearing impaired children.

- Career education of the hearing impaired child shall include: general career planning and those elements of career and job selection which are influenced by the presence of hearing impairment.

- Practicum shall include: observation, participation, clinical practice, and pre-student teaching experiences.

  Student teaching shall include directed classroom and clinical teaching experience with hearing impaired students at one or more levels under the supervision of a practicum coordinator and/or a cooperating teacher for a minimum of two hundred fifty clock hours which shall include a period of not less than six weeks (full day). An alternate program may be developed for teachers who have completed at least one year of full-time teaching.

Endorsement for Teaching Visually Impaired Pupils

The program shall consist of a minimum of 21 semester hours' credit to include the following:

- Introduction to exceptional children shall include: definitions and descriptions of exceptional children; an overview of special education programs; school and community resources; and research findings related to exceptional children and youth.

- The human eye: perceptual alternatives shall include: consideration of the general process of perception; understanding of the way in which perceptual systems actively search for and interpret stimulation in order to acquire information about the environment in which the organism operates; the different perceptual systems (visual, auditory, haptic, proprioceptive) and their joint and cooperative functioning in the intact human.

- Communication skills: alternatives for the visually impaired shall include: a study of the broad spectrum of communication skills, such as braille, that have been found useful by visually impaired students; training in reading by listening.

- Instructional methods and materials for the visually impaired shall include: study of tangible teaching apparatus, large type materials, low vision aids, models, audio and printed materials.

- Conceptual and social development of the visually impaired child shall include: the perceptual, cognitive, motor, emotional, and social development of the visually impaired child; the manner in which inter-personal relations and perceptual limitations may interact to inhibit conceptual and social development.

- Daily living skills for the visually impaired shall include: the numerous skills that must be mastered by the individual in order to manage himself with grace and competence in his physical and social environment; how these skills are acquired, in large part, through visual observation and imitation of others (because of reduced capacity for visual observation, visually impaired children are apt to be deficient in these skills and unaware of their deficiencies); emphasis on the importance of orientation and mobility skills.

- Vocational objectives of the visually impaired child shall include: general career planning and to those elements of career and job selection which are influenced by the presence of visual impairment; history of employment of the blind in both sheltered and competitive settings.

- Observation and practicum in teaching the visually impaired child shall include not less than six weeks (full day) of contained and resource classrooms. An alternate program may be developed for experienced teachers who have completed at least one year of full-time teaching.

Standard Certificate for Teachers of Exceptional Children and Youth--Communication Disorders

The program shall consist of a master's degree in speech-language pathology including: (1) a special education component, (2) a professional preparation component, and (3) a clinical and field experience component as described in these standards.

- The special education component shall consist of a minimum of forty-eight semester hours of credit to include the following preparation:

    - Normal processes--Twelve semester hours in courses that provide information that pertains to normal development and use of speech, language, and hearing.

    - Communication disorders--Thirty semester hours, twenty-one of which carry graduate level credit, in courses that provide information relative to communication disorders, and information about and practice in evaluation and management of speech, language, and hearing disorders, to include the following:

        (a) Twenty-four semester hours in courses in speech language pathology.

        (b) Six semester hours in audiology.

    - Related studies--Up to six semester hours may be earned for advanced study in related areas that augment the work of the speech-language pathologist and/or in courses that provide credit for practicum obtained during academic training described in Section 4.

- The professional preparation component for the Standard Certificate for Teachers of Exceptional Children and Youth--Communication Disorders shall consist of a minimum of twelve semester hours to include the four content areas listed below. A minimum of two semester hours must be obtained in each of the four areas.

  - Basic concepts concerning education shall include: the study of teaching as a profession; the purpose of education in a democracy; analysis of the function of schools today; a study of classroom and school organization; the teachers' expanding roles in the education program; an analysis of each phase if the school program including guidance services, special education services, and library services; evaluation and reporting on a systemwide, schoolwide, and on an individual basis.

  - Human growth and development and learning theory shall include: a study of how children grow, learn, and develop socially, physically, emotionally, and mentally; a study of children's developmental patterns through adolescence and the implications of this knowledge for teaching and learning; evaluation of learning processes; purposeful observation of the behavior of the child, adolescent, and youth.

  - Special and multicultural education shall include: the study of principles and procedures for adapting educational programs to accommodate the needs of all children in the regular classroom; identification of educationally relevant characteristics of gifted children, culturally diverse children, and those with intellectual, emotional, physical, speech, language, auditory, and visual disabilities; utilization of relevant special education methods and materials; modification of the curriculum and classroom environment; and utilization of supportive services and personnel, including resource teachers.

  - Development, administration, and evaluation of speech language and hearing services in the schools shall include: the study of principles and procedures for developing, administering, and evaluating programs in the school setting including service delivery, case selection, scheduling, state and Federal laws and regulations for special education, state statutes impacting public school practice, budgeting, and community relations.

- The clinical and field experience component shall consist of the following:

  (1) Observation of normal and exceptional-needs children and youth, ages 0-21, in a variety of clinical and school settings.

(2) Completion of a minimum of 300 clock hours of supervised experience with individuals who present a variety of communication disorders. At least 150 of these 300 clock hours must have been completed at the graduate level. A minimum of 100 of these clock ours must be completed with children and youth, ages 0-21 years. One clock hour is defined as one hour of direct service to an individual with a communication disorder.

(3) Successful completion of a supervised school experience. This experience must be the equivalent of six weeks full-time placement in a school setting providing direct service delivery including identification, evaluation, and management of communication disorders. These direct service delivery activities may be counted towards the 300 clock hours described above. This school experience should also include activities such as record keeping, parent conferencing, teacher interaction, consulting, and other related activities.

Standard Certificate for Teachers of Exceptional Children

The program shall consist of a prerequisite of the qualifications for the Provisional Certificate for Teachers of exceptional Children and in addition thereto the completion of the master's degree in a standard graduate school and the following curriculum standards.

- The curriculum shall include a minimum of 30 semester hours of graduate credit or a minimum of 24 semester hours' graduate credit plus a thesis. At least 15 semester hours of the graduate credit shall be in courses open only to graduate students.

- A minimum of 9 semester hours of graduate credit shall be selected from the following areas of professional education in accordance with the needs of the individual teacher:

    - A general study of curriculum development.
    - Research methodology (required).
    - Advanced study in human growth and development.
    - The psychology of learning.
    - A seminar in instruction devoted to methods of teaching.
    - Foundations in education--sociological, psychological, philosophical, historical.

- A minimum of 12 semester hours of graduate credit shall be selected to strengthen the specialization of the teacher of exceptional children. These twelve (12) semester hours in special education shall be offered in a program that is specifically planned to focus on one of the following areas of special education:

- Early childhood education for the handicapped;
- Career and vocational education for the handicapped;
- Special education resource teacher;
- Severe learning and behavioral disorders;
- Multiple handicapped;
- Trainable mentally handicapped;
- Speech and communication disorders;
- Hearing impaired;
- Visually impaired.

Content of each of these programs shall include advanced instruction related to diagnostic and prescriptive programming, individual and classroom management; the role of the special education teacher in working with parents and other educational professionals; utilization of special education support services; utilization and evaluation of instructional methods, materials, and prosthetics; advanced content and research appropriate to the area; and appropriate practicum experiences.

o The remaining nine semester hours of graduate credit shall be electives.

Endorsement for Director of Special Education

As a prerequisite the applicant shall qualify for certification as a teacher of exceptional children in one of the recognized categories of exceptionality and has completed 3 years of experience as a teacher or teacher consultant, 2 of which must have been in special education. In addition to the preparation as a teacher of exceptional children, the program shall consist of forty-five semester hours' credit which shall include a master's degree or Planned Fifth-Year Program in special education and fifteen semester hours' graduate level credit defined as follows:

o Special education leadership and administration shall include: a study of roles and responsibilities of special education leadership including program planning, compliance with laws, proposal writing, grant management, accreditation reports, self study and evaluation techniques, school and community activities, and public relations.

o Consultation and supervision techniques shall include: consulting and supervisory services; recruitment, selection, and utilization of support services; evaluation of personnel and programs; staff development; and mediation techniques.

o Principles of educational administration shall include: a study of the historical development of educational administration, administrative processes; application of theory and values in decision making; and an introduction to modern management methods applied to education.

- A practicum of at least 6 semester hours in consultation and special education administration shall include: supervised experiences in providing consultation services to programs for exceptional children and regular education; experiences with policies and procedures; record keeping systems and reports; utilization of support personnel and services; and modern technology in education.

III. RELATIONSHIP TO WORLD OF PRACTICE

Clinical and Field Based Experience

- Throughout the undergraduate preparation program the teacher education student shall be involved in professional laboratory experiences which shall be continuous and correlated with both the academic and the professional education course work. A professional semester shall be included which shall be designed to put into practice the knowledge and skills derived from previous preparation and laboratory experience in a manner that will provide a realistic introduction to the role of the classroom teacher.

- Immediately upon seeking entry into a teacher education program, the teacher candidate affected herewith shall be enrolled in an introductory education course, as designed by the institution, which must be completed satisfactorily. During this introductory course, as a related laboratory experience, the teacher candidate shall spend a minimum of five hour's time in the public schools observing and analyzing the role of the teacher. During this time the student shall prepare written reports of interviews with a minimum of two classroom teachers, one school administrator, and one lay person about their view of teaching as a profession.

- The teacher education institution shall provide for laboratory experiences in schools that have been selected in terms of the grade levels corresponding to the certification program--early elementary K-4, middle grade 5-8, or high school 9-12.

- Orientation activities designed to enable the student teacher to adapt to the role of classroom teacher.

- Instruction in methods, techniques, and procedures pertinent to the anticipated student teaching assignment.

- Other related field-based experiences including, but not limited to:

  (a) Teacher Evaluation procedures.

  (b) Tutorial activities.

  (c) Familiarization with counseling services, social services, child welfare services.

(d) Observation of other teachers and in other subject areas.

(e) Playground and leisure time supervision.

(f) Involvement in student extra-curricular activities.

(g) Attendance at P.T.A. or P.T.O. meetings.

(h) Inservice activities.

(i) Professional organization meetings.

(j) Staff meetings.

(k) Conferences with students, parents, teachers, and administrators.

(l) Pupil transportation (i.e., supervision of bus loading) where available.

(m) Use of community resources.

(n) Production of instructional materials and bulletin boards.

(o) Record keeping requirements.

(p) Familiarization with program of studies, curriculum guides, administrative regulations, and board policies.

o Supervised Student Teaching shall consist of 12 semester hours' credit which shall include; experiences with normal children in regular classroom instruction; experiences with children with specific handicaps relating to the area of certification; and experiences with such instructional programming as resource rooms, special classes, and itinerant programs.

o The teacher education institution shall assign the student teachers to cooperating schools on the basis of a mutually agreed arrangement between the college officials, the designated school officials, and the supervising teacher.

o The ratio of students to supervising teachers shall be one to one unless some very unusual but suitable circumstances exist. In any event, said ratio shall not exceed two student teachers per supervising teacher.

o The college coordinator shall hold seminars with student teachers in group situations. He shall make periodic observations of the student teachers in the classroom and shall prepare a written report on each observation and share it with the student teacher.

The observation report shall be filed as a part of the student record and also used as a validation of the supervisory function. Student teachers shall receive periodic and regular on-site observation and a critique of the actual teaching situation a minimum of four times excluding seminars and workshops.

The college coordinator shall also be available to work with the student teacher and personnel in the cooperating school on any problem that may arise relating to the student teaching situation.

- Coordination shall be provided by a teacher education institution or public school person who has demonstrated competence in supervisory skills and who has a basic knowledge of methods and techniques for the subject areas and grade levels in which the student is teaching.
- The teacher education institution shall provide an opportunity for the student to assume major responsibility for the full range of teaching duties in a real school situation under the guidance of qualified personnel from the institution of higher education and/or the cooperating elementary or secondary school. Each teacher education institution shall provide a full professional semester, quarter, or trimester to include the following:
  - A period of student teaching for a minimum of twelve weeks, full day, or for a full academic quarter or trimester within the teaching experiences. Most teacher education institutions will need to employ a combination of these and augment them with other creative ideas in order to provide the best possible experience for students in their respective institutions.

IV. STUDENTS

Admission

- Formal admission to the teacher education program shall be the responsibility of an admissions committee designated by the teacher education institution.
- An admissions committee shall include a classroom teacher, a school administrator, a teacher educator, and a representative from the relevant academic area. The admissions committee(s) shall be responsible for administering the process of admission, selection, and retention to the teacher educator program in accordance with the policies and procedures established by the institution.
- The unit assesses the basic skills of education students using standardized tests and other appropriate measures prior to admission to the program.

- As applicable to students entering such an institution, each teacher education institution shall develop a plan of selection, admission and retention of teacher candidates for the teacher education program which shall be managed by means of a formal application procedure governed by a formal admissions programs and supplemented by an advising system.

- Upon expression of an intent to enter a teacher education program the teacher candidate affected herewith shall be administered tests to measure skills in basic literacy--oral communication, written communication, reading, and computational skills. The teacher education institutions shall administer a common testing instrument for written communication, reading, writing and computation. In addition, the following shall be considered:

    - Record of pre-professional curricula experiences including prerequisite course work but, also, such areas as home-school visitations, school observations, and relevant experiences working with pupils in a classroom environment;

    - Commitment to the profession based on a realistic understanding of employment conditions and demands;

    - Proficiency in human relation skills and in skills essential to the teaching field;

    - Recommendations of a least three persons familiar with the applicant's qualifications;

    - Other criteria indicating potential for becoming a successful professional educator; and

    - Factors related to providing adequate education for all children and youth in Kentucky.

- Each teacher education institution shall determine minimum standards for admission to student teaching which shall include the procedures and processes stated below. Admission to student teaching shall be managed by means of a formal application procedure for each teacher candidate.

    - Senior standing shall be prerequisite for admission to student teaching.

    - A valid and current medical examination which includes a tuberculosis test shall be placed on file with the admissions. committee.

- The candidate for admission to student teaching shall have been admitted to the teacher education program an shall be in good standing.

- The teacher candidate shall have completed institution prerequisites with respect to time in residence and completion of pre-student teaching laboratory experiences.

- The teacher candidate shall have achieved the following academic requirements:

  (a) An overall academic standing of at least 2.50.

  (b) An academic standing of 2.50 in the academic specialties--areas of concentration, teaching majors, and teaching minors--and approval by the major department.

  (c) Completion of three-fourths of all required professional education courses with an academic standing of at least 2.50.

  (d) Completion of at least 75 percent of the course work for the teaching major or area of concentration if student teaching is to be done in this specialization; or completion of all the course work for the teaching minor if student teaching is to be done in the minor subject.

- The teacher candidate shall be a person whose moral, social, and ethical behavior is acceptable in the school community as well as in the community at large.

o The teacher education institution shall determine the levels of competency necessary for admission to the teacher education program, but in no case shall teacher candidates be admitted who do not possess reading, writing, and computational skills at the level of the average high school senior. The adviser shall inform the teacher candidate of the level of expectation in each competency area so that it is clearly understood that entry into a teacher education program is dependent upon the demonstration of competencies at the stated level. The teacher education institutions shall record the ACT score for each applicant and report to the Department of Education annually the range, mean and standard deviation of such scores. The score of each candidate denied admission shall be reported.

o Each teacher candidate affected herewith shall make formal application to the admissions committee for admission to a teacher education program. At the point of application and as a prerequisite for consideration by an admissions committee, the teacher candidate shall have a grade-point standing of no less than 2.5 on a 4.0 scale.

- An admissions committee shall make provision for an individual interview of each teacher candidate affected herewith so that the results will be available at the time the application is considered. The admissions committee shall render a professional judgement as to whether the teacher candidate may be (1) unconditionally admitted to a teacher education program, (2) conditionally admitted, or (3) admission denied. In arriving at its decision the admissions committee shall give consideration to such information as the following:

  (a) Total academic record--performance in education, major, minor, and support area courses as well as overall academic record.

Monitoring of Competencies

- The admissions committee shall also have the responsibility for periodic reappraisal of teacher candidates as they progress through the program.

Advisory Services

- Upon expression of an intent to enter a teacher education program the teacher candidate affected herewith shall be assigned an adviser who shall provide a realistic understanding of such information as the employment conditions and demands of the teaching field the candidate wishes to enter, the wide range of skills essential to the teaching field, the amount and nature of required class work, the necessity for becoming involved in clinical experience in working with children and youth, and the increasing complexity of the teaching profession today.

Completion of Program Evaluation - Exit Criteria

- The unit assesses the academic and professional competencies of education students at exit from the program through multiple evaluation methods.

Multicultural Groups and Persons with Disabilities

- The institution is an equal opportunity employer and does not discriminate on the basis of race, sex, color, religion, age, or handicap (consistent with Section 702 of Title VII of the 1964 Civil

Rights Act, which deals with exemptions for religious corporations, with respect to employment of individuals with specific religious convictions).

V. FACULTY

Qualification/Assignment

- An adviser shall be assigned to each teacher candidate. This adviser shall be a member of the teacher education branch of the teaching profession, shall have had experience as a classroom teacher at the elementary or secondary level, and whose expertise relates to the level which the teacher candidate wishes to study.

Faculty Load

- NCATE Standards apply.

Faculty Development

- NCATE Standards apply.

Faculty Evaluation

- NCATE Standards apply.

VI. GOVERNANCE

Relationship of Program to Institution

- NCATE Standards apply.

Authority/Autonomy

- NCATE Standards apply.

Structure and Administration

- The unit is the college, school, department, or other administrative body within the institution that is officially responsible for the preparation of students who seek state certification as teachers and of other professional education personnel. The unit has both the responsibility and authority for:
  - Setting and achieving professional goals in the unit.
  - Establishing appropriate policies for governance, program admission and retention of students, and faculty selection and development in professional education.

- Making decisions affecting its programs.
- Identifying, developing, and utilizing appropriate resources for professional education.
- Developing and maintaining appropriate linkages with other units, operations, groups, and offices within the institution and with schools, organizations, companies, and agencies outside the institution.

o There are written policies and procedures upon which the operations of the unit rest.

o A dean, director, or chair is officially designated to represent the unit and assigned the authority and responsibility for its overall administration and operation.

Planning

o The institution engages in diversity, imagination, and innovation in institutional planning.

o The unit keeps abreast of emerging evaluation techniques and regularly monitors and evaluates, both internally and externally, its operation, scope, quality of its offerings, and effectiveness of its graduates.

VII. RESOURCES

Personnel

o The institution is an equal opportunity employer and does not discriminate on the basis of race, sex, color, religion, age, or handicap (consistent with Section 702 of Title VII of the 1964 Civil Rights Act, which deals with exemptions for religious corporations, with respect to employment of individuals with specific religious convictions).

Fiscal

o NCATE Standards apply.

Facilities

o NCATE Standards apply.

Library, Equipment, Supplies

o NCATE Standards apply.

ACCREDITING STATE: MAINE

MAILING ADDRESS:
Division of Special Education
Maine Department of Education and
Cultural Services

CONTACT:
David Noble Stockford
Director

STANDARDS PUBLICATION:
Policy, Procedures and Standards for the Review and Approval of Educational Personnel Preparation Programs (Chapter 114, Maine Regulations, Amended March 30, 1988).

PROFILE: ACCREDITATION STANDARDS - MAINE

I. ELIGIBILITY

General

- Please Note: The Maine standards are under review. It is anticipated that new standards will become effective 10/11/89.

- A preparation program for educational personnel will meet the State adopted standards and will allow an accredited degree granting institution to recommend its graduates for certification. The applicant program will identify the professional roles for which the program is designed.

Relationship Between Accreditation and Certification

- The graduates of the approved program recommended by the Dean or director of the program will receive certification which reflects the nature of their preparation and program recommendation.

II. CURRICULUM

Overall Institutional

- An approved program for the preparation of educational personnel shall have a statement of program justification which clearly articulates the following:

  - The goals of the program are congruent with the institution's mission and philosophy. This shall be evident in the printed materials utilized by the institution to describe its programs.

- A core curriculum for each program shall be articulated in a statement of philosophy and/or purpose with accompanying goals and objectives. In addition, clearly defined sequential course offerings shall be outlined in a program rationale.

  - A conceptual framework for the planning, development, and evaluation of the curricular components shall be evident.

  - The process for curriculum development, evaluation, and revision shall include the utilization of advisory and/or policy groups. These groups shall include representation by institution faculty, public educators from elementary and secondary schools, professional associations, the Maine Department of Educational and Cultural Services, professional committees and commissions, matriculated and graduated students from the professional educator preparation program(s).

  - A clearly stated process shall exist for the systematic evaluation of the program which includes an analysis of students currently enrolled and of program graduates to determine whether the professional educator preparation program is accomplishing its objectives.

  - The academic core curriculum shall include essential knowledge bases, established and current research findings, and effective professional practices.

  - The academic core curriculum shall contain clearly stated goals and objectives which reflect an integrated system of subcomponents which reflect coherence between courses, experiences, purposes, and outcomes.

  - The academic core curriculum shall be in compliance with the state certification/endorsement requirements, including the appropriate distribution of semester hours in the liberal arts, professional and academic courses.

- o The general education core curriculum shall require study to develop competence in: written and oral communication skills; mathematical properties and processes; the application of critical and analytical approaches to knowledge. It shall also include study of the liberal arts which encompasses the humanities, fine arts, mathematics, physical, life and behavioral sciences, plus the scientific, creative, and aesthetic processes.

- o The general education core curriculum shall facilitate the understanding and appreciation of world cultures to the end that a clearer understanding of other cultures will result in the reduction of world tensions.

- o A process must exist for the coordination of general education core curriculum with the professional education core curriculum and speciality area core curriculum.

- o Professional Education Core Curriculum.

  - The professional education core curriculum must be in compliance with the state certification/endorsement requirements.

  - The professional education core curriculum must be developed, and systematically evaluated to ensure that students in the professional educator preparation program will be able to perform effectively in their specific education roles.

  - The professional education core curriculum shall include instructional strategies that promote equal opportunities in schools, including effective approaches to providing educational services to students who are culturally, ethnically, and socioeconomically diverse.

- The professional education core curriculum shall include the study of techniques for diagnosing the capabilities of the learner and for designing instructional programs for all pupils in the least restrictive environment.

- The professional education core curriculum shall require prospective professional educators to observe and analyze a variety of teaching models and to assess their own instructional effectiveness and professional growth needs.

- The professional education core curriculum shall include the study in the following: the means by which educators can act as agents of change for self and institution; the ability for educators to work effectively in groups seeking change; the role of the educator in initiating change within an organization; the ability for educators to fully participate in the collaborative process.

- The professional education core curriculum shall include the study of the rights and responsibilities of the teacher, administrator, and educational specialist so that they will conduct themselves in a professional and ethical manner.

- The professional education core curriculum shall include the study of educator skills and attitudes which will enhance pupil self-esteem, confidence, and aspirations.

- The professional education core curriculum shall include the study of research pertaining to educator development as it affects the learner.

- The professional education core curriculum shall include study and direct experience in the application of instructional technology.

Specialist Courses (Core Curriculum)

- The specialized studies core curriculum shall be developed and systematically evaluated to ensure that students in the professional educator preparation program will attain a high degree of academic competence and understanding in the area(s) in which they plan to provide educational services to pupils.

- The specialized studies core curriculum shall include a well-planned sequence of coursework designed to provide students with an opportunity to achieve a high level of understanding in the construct, skill areas, concepts, ideas, values, facts, and methods of inquiry in the respective field of specialization.

Other Special Requirements

o The institution presents documentation of the need for its professional educator preparation program(s) which includes an analysis of the available supply of educators in the endorsement or certificate area being addressed by the program(s).

III. RELATIONSHIP TO WORLD OF PRACTICE

Clinical and Field Based Experience

o The institution has the final responsibility for the quality of the laboratory, practicum, and clinical experiences. The following variety of organizational plans may be utilized.

The Consortium Plan

- Two or more institutions with professional educator preparation programs may enter into a contractual agreement with a school administrative unit or units to provide laboratory, practicum, and clinical experiences for students from the institutions. The Consortium shall be organized in such a manner that the responsibilities of each institution and the local school unit(s) are clearly defined and a structure shall be in place for the governance, monitoring, and evaluation of the services of this consortium. It is imperative that the institutions and school administrative unit(s) involved agree on common elements of the laboratory, practicum and clinical experiences so that coordinators/supervisor may work successfully with students from different training institutions at the same time.

The Institution/School Administrative Unit Partnership Plan

- This plan provides for a collaborative effort between one institution with a professional educator preparation program and one school unit. The institution and the school administrative unit should develop a shared governance structure and the responsibilities for monitoring and evaluation of laboratory, practicum and clinical experiences must be stated. This plan could facilitate efficient and effective program coordination by providing students with coordinators/supervisors who could be more readily available.

The School Administrative Unit Plan

- This plan permits an institution with a professional educator preparation program to contract with a school administrative unit to provide most or all of the program services required by students in the professional educator preparation program. These could include pre-student teaching laboratory experiences, orientation for student teaching, methods and techniques classes, student teaching and supervision of student teaching. Provisions must be made by the institution with the professional educator preparation program to provide continuous monitoring and evaluation of school administrative unit's services.

The Traditional Plan

- This plan permits an institution with a professional educator preparation program to contract with a school administrative unit or units for the placement of students in a laboratory, practicum or clinical experience. The institution is responsible for orientation, methods and techniques classes, and the supervision of students, while the school administrative unit provides the environment and the classroom teacher with whom the student works.

Combination Plan

- This plan provides for institutions with professional education preparation programs to contract with a school administrative unit(s) to support the design of laboratory, practicum and clinical experiences which are organized in an alternative fashion. The plan must contain clearly identified institution and school administrative unit responsibilities for continuous monitoring and evaluation of the services to students.

o The institution shall work cooperatively with the school administrative unit personnel in establishing technical assistance services to laboratory, practicum and/or clinical experiences. These field experiences shall reflect the following:

  - Planned technical assistance is provided by the institution through local collaboratives which focuses on curriculum, instruction, staff development and collaborative school-based research.

  - The institution shall make arrangements with school administrative units which include published, mutually agreed upon provisions for compensation, supervision and problem resolution.

  - Field based and clinical experiences shall be systematically selected to provide students with opportunities to observe, plan, and practice in a variety of settings appropriate to the professional roles of which they are being prepared. This shall include participation in field based or clinical experiences with culturally diverse and exceptional populations.

  - The laboratory, practicum, and clinical experiences shall be performed through cooperative programs in selected schools and other settings which have well planned curricula, appropriate instructional materials and professionally educated staff members with successful teaching experience.

Follow-up of Graduates

- o A clearly stated process shall exist for the systematic evaluation of the program which includes an analysis of students currently enrolled and of program graduates to determine whether the professional educator preparation program is accomplishing its objectives.
- o The institution shall have a well defined plan and procedures for the evaluation of its graduates which are used in upgrading programs and improving practices pertaining to admission, retention, and completion of the professional educator programs.
- o The institution shall conduct periodic surveys of its graduates of the professional educator program. The survey results shall be used to improve student personnel services.

Relationship with Field

- o The process for curriculum development, evaluation, and revision shall include the utilization of advisory and/or policy groups. These groups shall include representation by institution faculty, public educators from elementary and secondary schools, professional associations, the Maine Department of Educational and Cultural Services, professional committees and commissions, matriculated and graduated students from the professional educator preparation program(s).
- o The institution shall provide for the development and maintenance of appropriate linkages of the professional educator preparation program(s) with other similar programs, schools, organizations, and agencies outside of the institution.
- o The institution shall work cooperatively with the school administrative unit personnel in establishing technical assistance services to laboratory, practicum and/or clinical experiences. These field experiences shall reflect the following:
  - Planned technical assistance is provided by the institution through local collaboratives which focuses on curriculum, instruction, staff development and collaborative school-based research.

- The institution shall make arrangements with school administrative units which include published, mutually agreed upon provisions for compensation, supervision and problem resolution.

- Field based and clinical experiences shall be systematically selected to provide students with opportunities to observe, plan, and practice in a variety of settings appropriate to the professional roles of which they are being prepared. This shall include participation in field based or clinical experiences with culturally diverse and exceptional populations.

- The laboratory, practicum, and clinical experiences shall be performed through cooperative programs in selected schools and other settings which have well planned curricula, appropriate instructional materials and professionally educated staff members with successful teaching experience.

IV. STUDENTS

Admission

o The institution shall have policies and practices designed to ensure that only quality students are admitted, retained, graduated, and recommended for certification upon successful completion of the professional education preparation program. The institution shall ensure that the following criteria are met:

  - The institution shall have a well-defined and published policy and procedure for selected admission, retention and graduation for the professional educator preparation program. Applicants shall be selected impartially on the basis of (1) quality of scholarship; (2) leadership potential; (3) physical and mental health appropriate to the tasks to be performed in schools; and (4) participation in extracurricular activities.

  - The students who are admitted to the professional educator preparation program(s) must meet established academic and personal standards. Any special provisions for admitting students to the program who do not meet or maintain the academic or personal standards, must be described. The institution shall also document the program's system and guidelines for monitoring the progress of students admitted under special provisions.

  - All forms of special tests or other forms of assessment utilized for applicants to the professional educator preparation program(s), must be documented by the institution.

- The institution shall describe its efforts to encourage enrollment, retention and graduation of students from groups historically underrepresented in the professional educator preparation program(s). This shall include exceptional and culturally distinctive students.

- The institution shall demonstrate that it has not established and does not follow policies or procedures that intentionally or unintentionally discriminate on the basis of race, color, national origin or other irrelevant physical conditions. A co-educational institution shall demonstrate that it has not established and will not establish policies or procedures that intentionally or unintentionally discriminate on the basis of gender.

Monitoring - Assessment/Competencies

o See "Advisory Services which follows.

Advisory Services

o The institution shall maintain effective student personnel services which include advisement, counseling, records, and placement. These services shall be described in college publications and be accessible to students in the professional educator preparations program.

o Current supply and demand data pertaining to the field of education shall be collected, maintained, and utilized by the institution in the advisement of student sin the professional educator preparation program(s).

o The institution shall maintain permanent cumulative records for each student enrolled. The student records shall include a transcript which includes a record of such credentials as course titles, grades, and credits.

Completion of Program/Evaluation - Exit Criteria

o The institution shall provide evidence to the Division of Certification and Placement at the Maine Department of Educational and Cultural Services that graduates of the professional educator preparation program have met the requirements of the Maine State Board of Education for certification.

Multicultural Groups and Persons with Disabilities

- The professional education core curriculum shall include instructional strategies that promote equal opportunities in schools, including effective approaches to providing educational services to students who are culturally, ethnically, and socioeconomically diverse.
- The institution shall describe its efforts to encourage enrollment, retention and graduation of students from groups historically underrepresented in the professional educator preparation program(s). This shall include exceptional and culturally distinctive students.

V. FACULTY

Qualification/Assignment

- The faculty shall model a variety of instructional techniques such as class discussions, lectures, small group work, individualized instruction, laboratory work, effective utilization of instructional materials, use of media and technology, and other innovative practices such as the models of teaching.
- The professional education faculty shall include college instructors who teach either content or pedagogy, supervisors of student teachers, and local school unit personnel who assist in the preparation of professional educators.
  - All faculty members shall possess credentials and backgrounds appropriate to their roles in the professional educator preparation program(s).
- Part-time faculty in the professional educator preparation program(s) shall meet the same requirements as full-time faculty.

Faculty Load

- The faculty workload should be reasonable and it should be determined by the nature of the assignments. The workload shall include regular instruction, outreach in-service, committee assignments, extra-curricular activities, thesis advisement, and other assignments with school administrative unit personnel. Additional workload assignments shall include internship and practicum experiences, independent study, consultant services, research and writing, student advisement duties and time allotted to the recruitment, selection and admission of students to the professional educator preparation program(s).

Faculty Development

- o Faculty members shall utilize evaluations to improve instruction and have access to adequate resources for their professional development including resources to support research, curriculum study, and program development.
- o All faculty members in the professional educator preparation program(s) shall have frequent contact with local school units and participate in professional organizations in order to ensure that their instruction and research remains current and relevant.

Faculty Evaluation

- o The institution shall follow an equitable procedure for the identification of effective and ineffective course instructors and field supervisors, and removes from the program each instructor and supervisor who have been persistently ineffective.

VI. GOVERNANCE

Relationship of Program to Institution

- o No provision stated.

Authority/Autonomy

- o See "Structure and Administration" which follows.

Structure and Administration

- o The organizational pattern of the institution facilitates articulation of the professional educator preparation program's goals and objectives with appropriate instructional departments.
- o The institution has an administrative and policy development structure that provides the capability to undertake the coordination, planning, and evaluation of the professional educator preparation program(s). The organization and administration of the institution shall reflect the following:
    - A board of trustees or similarly designated body which is responsible for the policies and administration of the institution. The governing body shall be responsible for providing adequate facilities and sound leadership so that the institution can offer a quality professional educator preparation program(s).

- The administrative structure shall contain an appropriate division, school, college, or department which shall be assigned the responsibility for the professional educator program(s).

- The institution shall publish information for administration and faculty which outlines administrative policies including the functions of the governing board, the administration and the faculty with specific reference to the professional educator preparation program(s).

Planning

- The goals and objectives of the program represent the input of faculty, students, graduates, school personnel, and professional organizations.

- A process shall be in place for the continuous evaluation of the curricular elements of the professional educator preparation program(s) as well as the teaching effectiveness of the program's faculty and the progress of the students enrolled. This evaluation component shall include a set of follow-up procedures to assess the effectiveness of the professional educator preparation program(s).

- The institution shall create and regularly monitor a long-range plan.

- The institution shall provide evidence of clearly established channels for students to participate in program development and evaluation.

VII. RESOURCES

The institution provides evidence of continuing availability and commitment of fiscal, human, and other resources adequate to conduct professional educator preparation program(s).

Personnel

- Written policies shall be available which address salary schedule, rank, promotion, tenure, leaves, fringe benefits, professional development for institution personnel and service in professional organizations.

- Adequate personnel resources shall be equitably provided to staff the professional educator preparation program(s). This shall include sufficient numbers of positions for instructional faculty and field supervisors.

- The institution shall provide evidence that its policies of selection, retention, and promotion of academic personnel reflect equitable and effective affirmative action procedures.

Fiscal

- The institution shall operate with a published budget and undergoes regular audits by an outside agency. Allocations for professional educator preparation programs are specified and, in relation to other programs, are equitable and adequate to carry out program mission, goals and objectives.

Facilities

- The institution shall provide and maintain physical facilities, instructional materials and supplies, and other resources conducive to operating professional educator preparation programs.
- The physical plan shall offer safe, adequate space for students and faculty. This shall include classrooms, faculty offices, clinical facilities, library, audio-visual and computer facilities, auditorium, laboratories, studios, practice rooms and other instructional resources sufficient in number, design, condition, and handicap accessibility to support the curricular objectives dependent on their use. These areas shall be available for utilization by students and faculty with regularity and appropriate hours.
- The curriculum lab shall reflect currency and appropriateness to school systems, the programs offered, and the age-grade levels of the professional educator preparation program(s).

Library, Equipment, Supplies

- The library-media center shall contain holdings which reflect adequate scope, breadth and currency to support the curriculum of the professional educator preparation program(s). The materials and media shall include professional journals plus other up-to-date materials and equipment including new developments in electronic hard and software. The library shall consider recommendations from a wide range of professional organizations in selecting the materials and media.

NAME OF ACCREDITING STATE:	MASSACHUSETTS
MAILING ADDRESS:	Division of Special Education Massachusetts Department of Education 1385 Hancock Street Third Floor Quincy, MA 02169-5183
CONTACT:	Mary Beth Fafard State Director (617) 770-7468
STANDARDS PUBLICATION:	Certification of Educational Personnel Massachusetts Board of Education (amended 1984)

PROFILE: ACCREDITATION STANDARDS - MASSACHUSETTS

I. ELIGIBILITY

General

- PLEASE NOTE: Massachusetts is currently reviewing its certification standards which they anticipate will be implemented by July 1, 1994.
- The institution must be authorized by the Commonwealth to confer a bachelor's or higher earned degree and accredited by the New England Association of Schools and Colleges or by the appropriate national accrediting association.

Relationship Between Accreditation and Certification

- The candidate must submit proof he or she graduated from the appropriate program at an institution accredited by NCATE. The specific program completed must have been clearly identified within the scope of the most recent NCATE approval and the candidate must be recommended for certification by the designated official at that institution, and must submit official transcripts in support thereof. Institutions wishing to avail their graduates of this route will identify all such programs for the Bureau.

II. CURRICULUM

Overall Institutional

- Undergraduate teacher education programs must rest on and be integrated with a sound general education program in the arts and sciences.

Specialist Courses (Core Curriculum)

Teacher of Young Children with Special Needs (3-7 years old)

- Completion of a pre-practicum consisting of 30 semester hours of coursework and other experiences as defined in Standards I-V below.
- Completion of a practicum, judged successful on the basis of Standards I-V, one-third of which must be with young children (3-7 years old) identified as needing special education, and one-third of which must be with young children not so identified.

- Standard I. The effective teacher of young children with special needs knows:

  (a) Developmental psychology and the psychology of early childhood in general;

  (b) In particular, the characteristics and the educational, social, and emotional significance of developmental deviations and special needs;

  (c) Theories of learning; theories of language acquisition, the normal sequence of language development, and the effect of language disorders on learning;

  (d) Characteristics of family, parent-child, and sibling relationships, and their significance for young children with special needs;

  (e) The subject matter of early childhood education; and

  (f) Federal and state laws and regulations pertaining to special education, and community and governmental resources for young children with special needs.

- Standard II. The effective teacher of children with special needs communicates clearly, understandably, and appropriately. To meet this standards, the candidate will demonstrate that he or she:

  (a) Uses language appropriate to the age, developmental stage, and social, racial, and linguistic background of his or her students;

  (b) Makes the goals of teaching and learning activities clear to students;

  (c) Gives clear and concise directions and explanations;

  (d) Uses non-verbal communication appropriately and alternative communication systems as needed; and

  (e) Listens to students.

- Standard III. The effective teacher of children with special needs designs instruction to facilitate learning consistent with the needs and interests of learners and so as to maintain a sense of purpose and order in the classroom. To meet this standard, the candidate will demonstrate that he or she:

(a) Systematically observes and records student behavior and student-teacher interaction;

(b) Consults with other school personnel, other professionals, and parents concerning specific techniques for motivation;

(c) Develops and implements appropriate educational plans;

(d) Designs and implements appropriate instructional programs, both academic and vocational;

(e) Selects, adapts, and designs materials and procedures for learners in these programs;

(f) Identifies and adapts environmental elements in the classroom which will enhance learning; and

(g) Uses a variety of instructional techniques.

- Standard IV. The effective teacher of children with special needs uses the results of various evaluative procedures to assess the effectiveness of instruction. To meet this standards, the candidate will demonstrate that he or she:

(a) Uses and interprets evaluative procedures appropriate to the age, developmental stage, social, racial, and linguistic background, and ability of his or her students;

(b) Monitors progress through periodic checks of individual students' mastery of specified objectives;

(c) Systematically uses data from observation and assessment to make decisions on programmatic changes; and

(d) Evaluates his or her own role, behavior, and performance.

- Standard V. The effective teacher of children with special needs is equitable, sensitive, and responsive to all learners. To meet this standard, the candidate will demonstrate that he or she:

(a) Responds to the needs of individual students so as to enhance their self esteem and development;

(b) Establishes constructive relationships with parents and others primarily concerned with the well being of his or her students;

(c) Works to develop a learning environment which is favorable to openness of inquiry and devoid of ridicule; and

(d) Makes allowances for biases and limitations in his or her own background which restricts his or her responsiveness to students from other backgrounds.

Teacher of Children with Severe Special Needs (Nursery-12)

- Completion of a pre-practicum consisting of 30 semester hours of coursework and other experiences as defined in Standards I-V, below.
- Completion of a practicum, judged successful on the basis of Standards I-V, with children with severe special needs.
  - Standard I. The effective teacher of children with severe special needs knows:

    (a) Developmental psychology in general;

    (b) In particular, the characteristics and the educational, social, emotional, and vocational significance of developmental deviations and severe special needs;

    (c) Theories of cognitive, motor, and sensory development, and of language acquisition, and their relevance to teaching children with severe special needs;

    (d) Methods and techniques of increasing motivation and of improving student performance in the following areas: communication, socialization, motor development, activities of daily living, response to sensory stimulation, and cognitive function; and

    (e) Federal and state laws and regulations pertaining to special education, and community and governmental resources for children with severe special needs.
  - Standard II. See Teacher of Young Children with Special Needs above.
  - Standard III. See Teacher of Young Children with Special Needs above.
  - Standard IV. See Teacher of Young Children with Special Needs above.
  - Standard V. See Teacher of Young Children with Special Needs above.

Teacher of Children with Moderate Special Needs (Nursery-9 and 5-12)

- Possession of a Massachusetts classroom teaching certificate.
- Completion of a pre-practicum consisting of 30 semester hours of coursework and other experiences as defined in Standards I-V, below.
- Completion of a half practicum (150 clock hours), judged successful on the basis of the standards, with children with moderate special needs.
  - Standard I. The effective teacher of children with moderate special needs knows:
    - (a) Developmental psychology in general;
    - (b) In particular, the characteristics and the educational, social, emotional, and vocational significance of developmental deviations and special needs;
    - (c) Theories of learning, and especially theories of language acquisition, the normal sequence of language development, and the effect of language disorders on learning;
    - (d) Techniques of assisting students in transition to progressively less restrictive environments; and
    - (e) Federal and state laws and regulations pertaining to special education and community and governmental resources for children with moderate special needs.
  - Standard II. See Teacher of Young Children with Special Needs above.
  - Standard III. See Teacher of Young Children with Special Needs above.
  - Standard IV. See Teacher of Young Children with Special Needs above.
  - Standard V. See Teacher of Young Children with Special Needs above.

Teacher of Children with Special Needs: Vision (Nursery-12)

- Possession of a Massachusetts classroom teaching certificate.
- Completion of a pre-practicum consisting of 30 semester hours of coursework and other experiences as defined in Standards I-V, below.

- Completion of a half practicum (150 clock hours) judged successful on the basis of the standards, with children with special needs in vision.
  - Standard I. The effective teacher of children with special needs (vision) knows:
    - (a) Developmental psychology in general;
    - (b) The physiological and psychological aspects of sight;
    - (c) The principles governing the transmission and reception of light;
    - (d) The causes and characteristics of visual impairments, their psychological and sociological impact, and their educational and vocational significance;
    - (e) Techniques and mechanisms for compensating for visual impairment, including alternative systems for written communication; and
    - (f) Federal and state laws and regulations pertaining to special education and visual impairment, and community and governmental resources for the visually impaired.
  - Standard II. See Teacher of Young Children with Special Needs above.
  - Standard III. See Teacher of Young Children with Special Needs above.
  - Standard IV. See Teacher of Young Children with Special Needs above.
  - Standard V. See Teacher of Young Children with Special Needs above.

Teacher of Children with Special Needs: Audition (Nursery-9 and 5-12)

- Possession of a classroom teaching certificate or completion of 36 semester hours in the field of knowledge of one of the classroom teaching certificates as defined by Standard I in Teacher of Young Children with Special Needs.
- Completion of a pre-practicum consisting of 48 semester hours of coursework and other experiences as defined in Standards I-V below.

- Completion of a practicum judged successful on the basis of Standards I-V below with hearing impaired children and either completion of 150 clock hours of additional field experiences in educational settings with hearing and/or hearing impaired children or possession of a classroom teaching certificate.

  - Standard I. The effective teacher of children with special needs (audition) knows:

    (a) Developmental psychology in general with special emphasis on learning characteristics and skill acquisition;

    (b) The acquisition, structure and use of language in general and English and American Sign Language in particular; and the implications for education of the hearing impaired;

    (c) Deaf culture, history and literature in general; in particular the relationship between American Sign Language, deaf culture and the English language;

    (d) The relationship of communication and basic education to the social, vocational, and long-range educational development of hearing impaired individuals;

    (e) Characteristics of family, parent-child, sibling and peer relationships and their significance for hearing impaired children;

    (f) Characteristics of and methods of identifying and treating cognitive, social, emotional, and language disorders, where these occur with a hearing impairment;

    (g) Principles governing the production, transmission, and reception of speech sounds and other sounds, the physical characteristics of sound and methods of graphically representing these characteristics;

    (h) Fundamentals of early detection, procedures for measurement of hearing and for interpretation of test results; functioning and characteristics of various types of amplification and their applications to the learning and instructional process;

    (i) The anatomy and physiology of speech and hearing mechanisms; related central processes and conditions interfering with these processes;

    (j) Federal and state laws and regulations pertaining to special education and hearing impairment; community and governmental resources for the hearing impaired; and

(k) Recent developments in fields relating to the education of hearing impaired children.

- Standard II. The effective teacher of children with special needs (audition) communicates clearly, understandably and appropriately. To meet this standard, the candidate will demonstrate that he or she:

  (a) Uses language appropriate to the age, developmental stage, social, cultural, and linguistic background of his or her students; if unable to communicate with students in their language of oral or manually coded English or American Sign Language, uses all available supplementary resources to enhance communication;

  (b) Uses appropriate techniques and support systems to enable reception of the language being used, such as manual coding of English, (American Sign Language), oral-aural techniques, amplification, visual support materials, materials and techniques which facilitate speech reading, and control of visual and auditory interference; and

  (c) Serves as an example of clear, effective, and appropriate communication.

- Standard III. See Teacher of Young Children with Special Needs above.

- Standard IV. See Teacher of Young Children with Special Needs above.

- Standard V. See Teacher of Young Children with Special Needs above.

Teacher of Children with Speech, Language, and Hearing Disorders (all levels)

o Completion of 60 semester hours of coursework and other experiences in the field of knowledge and pre-practicum as defined in Standards I-V, below.

o Completion of a practicum, judged successful on the basis of the standards, with children with speech, language and hearing disorders, two-thirds of which may be in a clinical setting.

- Standard I. The effective teacher of children with speech, language and hearing disorders knows:

  (a) Developmental psychology in general;

(b) The physiological, psychological, and physical aspects of speech and hearing;

(c) Linguistics, and theories of language acquisition;

(d) The characteristics of speech, language and hearing disorders, their psychological and sociological impact, their educational and vocational significance, appropriate evaluation procedures and remediation strategies;

(e) Current developments in the field of speech, language and hearing disorders; and

(f) Federal and state laws and regulations pertaining to special education and community and governmental resources for children with speech, language, and hearing disorders.

- Standard II. See Teacher of Young Children with Special Needs above.
- Standard III. See Teacher of Young Children with Special Needs above.
- Standard IV. See Teacher of Young Children with Special Needs above.
- Standard V. See Teacher of Young Children with Special Needs above.

Generic Consulting Teacher (all levels)

- Possession of a Massachusetts classroom teaching certificate.
- Two years of employment in the role covered by that certificate.
- Completion of a pre-practicum consisting of 30 semester hours of coursework and other experiences as defined by Standards I-V below.
- Completion of a half practicum (150 clock hours) judged successful on the basis of the Standards.
  - Standard I. The effective generic consulting teacher knows:

(a) Developmental psychology in general;

(b) The characteristics, psychological and sociological impact, and educational and vocational significance of developmental deviations and special needs;

(c) Theories of learning in general, and especially theories of language acquisition, the normal sequence of language development, and the effect of language disorders on learning;

(d) Techniques of consultation, peer teaching, and in-service education;

(e) Organizational characteristics of schools and strategies for institutional change;

(f) Curriculum theory and methods of individualizing instruction; and

(g) Federal and state laws and regulations pertaining to special education and community and governmental resources for children with special needs.

- Standard II. The effective generic consulting teacher communicates clearly, understandably, and appropriately. To meet this standard, the candidate will demonstrate that he or she:

(a) Gives clear and concise directions and explanations;

(b) Translates specialized terms into language easily understood by non-specialists;

(c) Uses language appropriate to the age, social, racial, and linguistic background, and level of education of students and their parents;

(d) Makes the goals of teaching and learning activities clear to students, parents, and other teachers; and

(e) Pays careful attention to the statements and responses of students, parents, other teachers, and specialists.

- Standard III. The effective generic consulting teacher designs instruction to facilitate learning, and works with other teachers so as to increase their effectiveness with children with special needs. To meet this standard, the candidate will demonstrate that he or she:

(a) Assesses the needs and abilities of students, other teachers and counselors and adapts his or her approach accordingly;

(b) Recognizes and deals effectively with resistance, resentment, and apathy;

(c) Advocates and implements necessary changes in instructional programs and educational services required by educational plans;

(d) Increases cooperation between and among specialists, teachers, counselors, parents, administrators, and students, and between schools and other institutions and agencies;

(e) Selects, adapts, designs and uses materials appropriate for academic and vocational instruction of children; and

(f) Involves other teachers, counselors, specialists, parents, students and administrators in the design and adaptation of instruction, evaluation, and educational services.

- Standard IV. The effective general consulting teacher uses the results of various evaluative procedures to assess the effectiveness of instruction. To meet this standard, the candidate will demonstrate that he or she:

(a) Advises teachers and counselors on the appropriateness of various evaluative procedures;

(b) Uses and interprets evaluative procedures appropriate to the age, developmental stage, social, racial, linguistic background, and ability of learners;

(c) Assists teachers, counselors, parents and students in interpreting the results of evaluative procedures; and

(d) Assists in using and uses the results of such procedures to improve instruction, to modify educational plans, programs, and placements, to improve vocational and career preparation.

- Standard V. The effective generic consulting teacher is equitable, sensitive, and responsive to the needs of students, parents, and other teachers. To meet this standard, the candidate will demonstrate that he or she:

(a) Defends and encourages the exercise of students' rights to equal treatment and freedom of expression;

(b) Advocates institutional changes which will ensure these rights;

(c) Establishes constructive relationships with other teachers, counselors, parents, administrators, and specialists concerned with the well being and fair treatment of students;

(d) Works to develop a school environment which honors differences and is devoid of ridicule; and

(e) Makes allowances for biases or limitations in his or her own background which limits his or her responsiveness to peers and students from other backgrounds.

Other Special Requirements

o No provision stated.

III. RELATIONSHIP TO WORLD OF PRACTICE

Clinical and Field Based Experience

o A practicum must be in the role and at the level of the certificate sought. Unless otherwise specified in theses regulations, a practicum must be full time for one semester, or half time for two semesters, and include at least 300 clock hours at the practicum site(s). The candidate must take on clear instructional (or, if appropriate, counseling or administrative) responsibilities for at least half of this time, and the full responsibilities of the role for a substantial period. More than half of a practicum must be in one assignment. Only practicums for which academic credit is granted, and which are described as practicums in official publications of the college or university, will be accepted. Independent studies, seminars, and similar courses will not be accepted.

o A practicum must be supervised jointly by a representative of the college or university in which the candidate is enrolled and by the cooperating practitioner(s). The cooperating practitioner responsible for the larger portion of the practicum and the university supervisor will together evaluate the candidate on the basis of the appropriate standards.

o An internship must be less than full time, but at least one fifth time, employment in the role and at the level of the certificate sought. Applicants for internships who have not been previously certified must have completed the field of knowledge requirements (if any), one half of the pre-practicum requirement, and one half of the practicum requirement for the certificate sought. Internships may be undertaken either under the auspices of a college or university, in which case supervision and evaluation are the responsibility of the college or university, or under the auspices of a school system authorized by the Bureau as an internship site, in which case supervision and evaluation are the responsibility of the school system. Evaluation of all internships will be based on the appropriate standards of these regulations, and all internships must be approved by the Bureau. A full internship (300 clock hours) will be accepted in lieu of a half practicum (150 clock hours).

- Candidates for certification must submit a report of their practicum or internship which includes the following information:
  - The nature and length of pre-practicum field experiences;
  - Practicum or internship course number and title, date, and credits earned, or a copy of the Bureau's internship approval;
  - Grade level of students;
  - Approximate number of clock hours spent in fulfilling the various responsibilities of the role;
  - Name and position of college or university supervisor, cooperating practitioner(s), and local evaluators, if any; and
  - Evidence of three meetings (at the beginning, middle, and end of the practicum or internship) of the candidate, the university supervisor or local evaluator, and the cooperating practitioner, if any.
- No application for certification will be approved without this report except for those which fall under the Interstate Agreement on Certification of Educational Personnel.
- Each practicum or internship must be designed for certification at one designated level and will be accepted at that level only. The appropriate official at the supervising institution must designate the level for which each such experience is a preparation.

Follow-up of Graduates

- No provision stated.

Relationship with Field

- No provision stated.

IV. STUDENTS

Admission

- The criteria by which students are admitted to, and retained in, teacher preparatory programs must be directly related to the program's goals and standards. These criteria must be well publicized and fairly administered. In particular, students must upon admission be informed of state and institutional standards they are expected to meet.

Monitoring

- No provision stated.

Advisory Services

- The institution must provide adequate advising and counseling for students, and maintain cumulative records of students' progress in teacher preparatory programs.

Completion of Program/Evaluation - Exit Criteria

- No provision stated.

Multicultural Groups and Persons with Disabilities

- Uses language appropriate to the age, developmental stage, and social, racial, and linguistic background of his or her students;

- Makes allowances for biases and limitations in his or her own background which restricts his or her responsiveness to students from other backgrounds.

V. FACULTY

Qualification/Assignment

- Faculty members in teacher preparatory programs must be qualified and competent in the fields in which they are teaching, and the staffing pattern in the program must ensure continuity. Those involved in supervision and/or advising shall have demonstrated competence in these roles.

Faculty Load

- Faculty loads shall be reasonable and equitable, particularly in the areas of advising and supervision.

Faculty Development

- o No provision stated.

Faculty Evaluation

- o No provision stated.

VI. GOVERNANCE

Relationship of Program to Institution

- o No provision stated.

+Authority/Autonomy

- o No provision stated.

Structure and Administration

- o Responsibility for coordination of teacher education programs must be vested in one administrative office or unit. Though specialized programs may be offered through the appropriate departments or graduate schools, rather than through the department or school of education, the institution must identify all such programs and show how they are coordinated.

Planning

- o Program evaluation is required including evaluation procedures which involve all constituencies (administration, graduates, faculty, students, cooperating schools). Evaluation must be directly related to program planning and development.

VII. RESOURCES

Personnel

- o No provision stated.

Fiscal

- o No provision stated.

Facilities

- No provision stated.

Library, Equipment, Supplies

- Programs must be supported with whatever instructional resources (including books, curricular materials, audio-visual materials and equipment, specialized equipment, and facilities) are needed to meet program standards. The resources must be readily available to faculty and students.

ACCREDITING STATE: MINNESOTA

MAILING ADDRESS:

Special Education Section
Department of Education
812 Capitol Square Building
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St. Paul, MN 55101-2233

CONTACT:

Dr. Norena A. Hale
State Director
Unique Learner Needs Section

(612) 296-4163

STANDARDS PUBLICATION:

Minnesota Board of Teaching Licensure Chapter 8700.

Minnesota Board of Education Licensure Chapter 3510.

PROFILE: ACCREDITATION STANDARDS - MINNESOTA

I. ELIGIBILITY

General

- An institution applying to the Board of Teaching for approval of its special education preparation programs (grades prekindergarten to 12) shall meet the provisions as set forth in II. **CURRICULUM** - Specialist Courses (Core Curriculum). All approved programs leading to the licensure of special education teachers shall include a description of the way in which practicing teachers may have their teaching experience and teacher preparation in those areas evaluated and credited by an institution maintaining an approved program leading to the licensure of special education teachers. Such evaluation shall include previous teaching experience and previous teacher preparation.

Relationship Between Accreditation and Certification

- Licenses to teach in Minnesota shall be granted to persons who otherwise meet all requirements of applicable statutes and rules and who complete approved programs leading to teacher licensure in Minnesota institutions which are approved by the Board of Teaching to prepare persons for teacher licensure.

- An applicant must qualify separately for each licensure area for which application is made and provide evidence of satisfactory completion of a program in such licensure area which has been approved by the Board of Teaching.

- The initial license which shall be issued in any licensure area is an entrance license, valid for two years.

- A continuing license, valid for five years, shall be issued to an applicant who had completed at least one year of teaching experience in a licensure area while holding an entrance license, as verified by the local continuing education committee.

II. CURRICULUM

Overall Institutional

- No provision stated.

Specialist Courses (Core Curriculum)

- All candidates recommended for licensure in areas or fields which require completion of core skill area requirements in special education shall satisfactorily complete the core skill area licensure requirements enumerated.

- Core skill area requirements in special education shall provide candidates recommended for licensure with knowledge, skills, and understandings in all of the following:

  - Theoretical Foundations:

    (a) Understanding of human growth and development, which shall include:

      - Typical and atypical development;

      - Stages from conception to death;

      - Affective, language, cognitive, and sensorimotor areas; and

      - Factors influencing development, including physiological, social, physical environment, and psychological;

    (b) Understanding of learning and teaching theories;

    (c) Knowledge of construction, interpretation, application, and limitation of standardized and nonstandardized assessment procedures; and

    (d) Knowledge of handicapping conditions and their educational implications.

  - Curriculum and Instruction:

    (a) Understanding curriculum design and instructional strategies

    (b) Understanding of adapting curriculum and instructional strategies to meet individual learning styles.

  - Special Education Instructional System:

    (a) Knowledge of program delivery systems, including all levels of service;

(b) Understanding of individual and group management strategies;

(c) Understanding of effective use of school and outside resources in creating a positive learning environment;

(d) Understanding a variety of systems for reporting and evaluating the effectiveness of an individual student's program;

(e) Understanding of the child study/team planning process; and

(f) Ability to translate comprehensive assessment data reflecting the student's current level of functioning into an individual educational plan.

- Communication/Consultation:

(a) Knowledge of institutional and administrative factors which facilitate or impede delivery of services;

(b) Ability to effectively communicate the needs and rights of handicapped persons;

(c) Ability to use interpersonal skills when working with parents, professionals, paraprofessionals, agencies, students, and other persons or groups;

(d) Understanding the roles and organizational structures of regular and special education and the part they play in providing total service for the student; and

(e) Ability to serve in a consultative capacity with individuals and groups, including parents and students.

- Organizational, Historical, and Legal Factors:

(a) Knowledge of state and federal laws, rules, and regulations relating to regular and special education;

(b) Understanding of due process and data privacy requirements;

(c) Knowledge of historical and philosophical background of the education of handicapped persons and knowledge of attitudes toward handicapped persons; and

(d) Understanding of how to identify and access resources relevant to handicapped persons.

- Abilities Basic to All Special Education Preparation:

  (a) Ability to observe, analyze, and describe the instructional strategies being applied in an educational situation;

  (b) Ability to function as a member of a team in designing appropriate educational programs for handicapped students;

  (c) Ability to apply team designed strategies in an educational setting;

  (d) Ability to design and apply instructional strategies in an educational setting;

  (e) Ability to identify and use non-school resources relevant to handicapped persons; and

  (f) Ability to assess results of instruction.

o An institution applying to the Board of Teaching for approval of preparation programs which require inclusion of core skill area requirements enumerated above shall demonstrate how these items are incorporated in each preparation program.

Special Education - Early Childhood

o Each program leading to the licensure of teachers of special education: early childhood shall provide candidates recommended for licensure with knowledge, skills, and understandings, distributed equally between instructional strategies for teaching children with normal development and children with handicapping conditions, in all of the following:

- Typical and atypical development of infants, toddlers, and preprimary children which includes integration and relationship of the following:

  (a) Understanding of the development of sensorimotor skills and associated disorders and delays, including self help skills;

  (b) Understanding of early language development and associated disorders and delays, including knowledge of alternative forms of communication;

  (c) Understanding of cognitive development and associated disorders and delays; and

    (d) Understanding of social and emotional development and associated disorders and delays.

- Understanding of specific handicapping conditions and their developmental and educational implications for infants, toddlers, and preprimary children;

- Measurement procedures appropriate for infants, toddlers, and pre-primary children with normal development and children with handicapping conditions, which shall include:

    (a) Ability to observe and analyze the total learning environment of the child;

    (b) Ability to utilize a variety of screening instruments or methods and knowledge of their limits;

    (c) Ability to determine educational performance by selection, administration, and interpretation of appropriate educational assessments;

    (d) Understanding of diagnostic strategies appropriate for children with handicapping conditions; and

    (e) Ability to use interview techniques to gain and maintain information from parents, other family members, teachers, and other significant care-givers.

- Organization and management of instruction, consisting of planning, implementing, and evaluating educational programs for infants, toddlers, and pre-primary children with normal development and children with handicapping conditions in one-to-one and group situations, which shall include:

    (a) Ability to program effectively for the following developmental areas: sensorimotor, language, cognitive,, social/emotional, creative expression;

    (b) Ability to individualize educational programming;

    (c) Ability to select, evaluate, adapt, and develop curriculum, materials, and technology;

    (d) Ability to work with children in a variety of settings, including classrooms, community programs, and home-based programs;

    (e) Ability to involve the public and private agency personnel in the instructional program through referrals, continuing communication, preparation of reports, and development of interagency coordination and cooperation;

    (f) Ability to supervise nonlicensed personnel in the delivery of educational programs; and

    (g) Ability to design and implement educational environments consistent with the concept of the least restrictive alternative.

  - Family-child-school relations for infants, toddlers, and preprimary children with normal development and children with handicapping conditions, which shall include:

    (a) Understanding the implications of children in family dynamics; and

    (b) Understanding the role of parents as primary informal teachers of their children.

Developmental/Adapted Physical Education

- o Each program leading to the licensure of teachers of developmental/adapted physical education (grades prekindergarten to 12) shall provide candidates recommended for licensure with knowledge, skills, and understandings in all of the following:

  - Theoretical foundations of developmental/adapted physical education, consisting of the sciences of biology, anatomy, and/or human physiology, which shall include:

    (a) Understanding of sequences of motor development from early childhood through adolescence, including typical and atypical patterns of development;

    (b) Ability to identify, assess, and evaluate physical and motor development of handicapped and special needs students;

    (c) Ability to develop, adapt, select, and utilize a variety of instructional resources to implement a developmental/adapted physical education curriculum;

    (d) Knowledge of the application of research to developmental/adapted physical education curriculum;

(e) Ability to adapt physical education activities and curriculum for handicapped and special needs students;

(f) Ability to select and adapt facilities and equipment for handicapped and special needs students;

(g) Ability to supervise nonlicensed personnel in the delivery of developmental/adapted physical education programs for handicapped and special needs students; and

(h) Teaching experiences with handicapped and special needs students, including students in regular physical education classes and students in self-contained special education classes, and experiences in two or more of the handicapped categories set forth in Minnesota statutes.

Teachers of Visually Handicapped Students

- A program leading to the licensure of teachers of visually handicapped students (prekindergarten to grade 12) shall provide candidates recommended for licensure with preparation in regular education areas as set forth below:
  - For persons who hold licensure as elementary school classroom teachers:

    (a) Knowledge of adolescent growth and development;

    (b) Understanding of scope and sequence of secondary curriculum; and

    (c) Understanding of scope and sequence of prekindergarten curriculum.
  - For persons who hold licensure as secondary school classroom teachers or as teachers of kindergarten to grade 12 subjects:

    (a) Knowledge of child growth and development;

    (b) Understanding of scope and sequence of elementary curriculum, including:
      - Understanding of elementary language arts curriculum: listening, speaking, writing, spelling, and reading;
      - Understanding of basic skills in the mathematics curriculum;

Understanding of science and social studies curriculum; and

(c) Understanding of scope and sequence of prekindergarten curriculum.

Each program leading to the licensure of teachers of visually handicapped students (prekindergarten to grade 12) shall provide candidates recommended for licensure with preparation in the following special education areas, consisting of a minimum of 30 quarter hours, or the equivalent;

- Special education perspectives:
  - (a) Understanding of the structure and function of the eye;
  - (b) Understanding of low vision aids and their educational use; and
  - (c) Knowledge of eye research and potential effects on students with visual handicaps.
- Assessment and planning:
  - (a) Understanding of principles and practices for assessing visually handicapped students;
  - (b) Ability to assess functional vision; and
  - (c) Ability to evaluate and select appropriate reading modes for visually handicapped students.
- Instructional Management:
  - (a) Attitudes toward blindness:
    - Understanding of the psychological implications of blindness and low vision;
    - Understanding of roles of parents and siblings in supporting the growth and development of visually handicapped persons; and
    - Understanding of the impact of a visual handicap on the ability to function in society;
  - (b) Language/communication skills:
    - Ability to teach listening skills for visually handicapped students;

- Knowledge of machines and technical aids for production of materials for visually handicapped students;

- Knowledge of writing instruments and devices for visually handicapped students; and

- Ability to write, read, and provide instruction in braille, utilizing accepted codes;

(c) Instruction and Services:

- Understanding of instructional strategies for teaching blind, low vision, and multihandicapped visually handicapped students from prekindergarten through secondary school age;

- Understanding of instructional strategies for providing direct and indirect services to visually handicapped students;

- Knowledge of prevocational skills, vocational education, and transition from school to postsecondary training and employment for visually handicapped students;

- Knowledge of principles and practices of orientation and mobility activities for visually handicapped students; and

- Understanding of instructional strategies for teaching visually handicapped students activities of daily living.

- Communication and Consultation:

(a) Knowledge of roles and services provided by public and private agencies including rehabilitation agencies, volunteer organizations, and private nonprofit organizations for the blind;

(b) Understanding of roles of related disciplines in the education of visually handicapped students; and

(c) Ability to develop and maintain effective working relationships with large print typists, braillists, and materials center managers.

Teachers of Hearing Impaired Students

- Each program leading to the license of teachers of hearing impaired students (prekindergarten to grade 12) shall provide candidates recommended for licensure with preparation in regular education areas as set forth in the following items:
    - For persons who hold licensure as elementary school classroom teachers:
        - (a) Knowledge of adolescent growth and development;
        - (b) Understanding of scope and sequence of secondary curriculum; and
        - (c) Understanding of scope and sequence of prekindergarten curriculum;
    - For persons who hold licensure as secondary school classroom teachers or as teachers of kindergarten to grade 12 subjects:
        - (a) Knowledge of child growth and development;
        - (b) Understanding of scope and sequence of elementary curriculum, including:
            - Understanding of elementary language arts curriculum: listening, speaking, writing, spelling, and reading;
            - Understanding of basic skills in the mathematics curriculum;
            - Understanding of science and social studies curriculum; and
        - (c) Understanding of scope and sequence of prekindergarten curriculum.
- Each program leading to the licensure of teachers of hearing impaired students (prekindergarten to grade 12) shall provide candidates recommended for licensure with preparation in the following special education areas, consisting of a minimum of 30 quarter hours, or the equivalent.
    - Special Education Perspectives:
        - (a) Theory of Linguistics:

  - Ability to demonstrate a minimum level of proficiency in the structure of linguistic systems, including, but not limited to, the English language and the American sign language;
  - Ability to use the fundamentals of language development in instructional settings; and
  - Ability to apply knowledge acquired regarding the disorders of language development to instructional settings with hearing impaired students;

(b) Understanding of the educational, social, and psychological impacts of mild to profound hearing impairment on prelingual students;

(c) Knowledge of the educational, social, and psychological implications hearing loss in family organization and management;

(d) Fundamentals of reading:

  - Knowledge regarding normal development of reading skills;
  - Ability to utilize current principles and procedures in assessment of reading difficulties in hearing impaired students; and
  - Ability to design and implement strategies to remediate individual reading difficulties in hearing impaired students;

(e) Fundamentals of speech and hearing:

  - Knowledge of speech and hearing mechanisms, their structures, common pathologies, and normal and abnormal functions;
  - Understanding of theories of various strategies of hearing and speech habilitation;
  - Understanding the impact of common neurological disorders and pathologies upon the visual, speech,, and hearing modalities;
  - Understanding the principles of amplification to compensate for hearing loss;

    - Knowledge of the transmission and reproduction of speech and other sounds, the physical and psychological aspects of sound including methods of displaying, representing, and recording these characteristics; and
    - Knowledge of audiological and medical management of hearing impairments.

- Assessment and Planning:

  (a) Ability to assess phonological, morphological, syntactical, and semantic development of language of hearing impaired students;

  (b) Ability to select assessment procedures, instruments, and apply the assessment results to develop an educational program for hearing impaired students;

  (c) Ability to assess hearing aids, auditory training equipment, electro-mechanical devices, media and materials, and their effectiveness in the educational setting;

  (d) Knowledge of procedures for assessing, testing, and reporting hearing and speech functioning;

  (e) Ability to use the results of assessments reports from related service areas in developing educational programs;

  (f) Knowledge of the various systems used by public agencies to screen for hearing loss in children; with emphasis on early detection and prevention; and

  (g) Ability to develop, modify, implement, and evaluate curriculum appropriate for hearing impaired;

    - Ability to instruct at the prekindergarten and elementary levels with emphasis on developing language and reading skills, using both school and home based systems;
    - Ability to provide for the development of prevocational skills, vocational education, and transition from school to postsecondary training and employment;

  - Ability to modify secondary content areas and curriculum materials to meet needs of hearing impaired students;
  - Ability to design, manage, and use speech development systems for the habilitation and rehabilitation of speech handicaps in hearing impaired students;
  - Ability to design, manage, and apply auditory training in compensating for hearing loss;
  - Ability to use amplification to develop residual hearing, compensate for hearing loss, and improve auditory discrimination; and
  - Ability to operate electro-mechanical devices to improve instruction in all educational areas.

- Communication and Consultation:

(a) Ability to effectively communicate the educational needs of hearing impaired students to parents, special educators, regular educators, and other individuals or groups;

(b) Ability to supervise and manage the use of paraprofessionals in hearing impaired programs; and

(c) Ability to involve parents in the educational program through planned communication, participation in meetings, and reinforcement of skills in the home.

- Prepracticum and practicum experiences:

(a) Prepracticum experiences shall include a series of formal observations and directed instructional experiences with hearing impaired students;

(b) Practicum experiences shall include one academic quarter or the equivalent of planning and implementing an instructional program for hearing impaired students;

(c) Upon completion of the prepracticum and practicum requirements, candidates recommended for licensure shall have had experiences with:

  - Deaf and multihandicapped hearing impaired students in residential, social, and vocational settings;

  - Mild, moderate, severe/profound, and multihandicapped hearing impaired students in educational setting; and
  - Prekindergarten, elementary, and secondary hearing impaired students in itinerant, resource, and self contained settings.

Communication Disorders - Each program leading to the licensure of teachers of special education: communication disorders (prekindergarten to grade 12) shall provide candidates recommended for licensure with preparation in the following regular education areas:

- o Knowledge of education and the school as an institution in the context of a changing, pluralistic society;
- o Knowledge of elementary and secondary curriculum areas with emphasis on reading and language arts; and
- o The profession of teaching, consisting of basic knowledge of the professional responsibilities of a teacher, both within and beyond the instructional setting, and including:
  - A minimum level of proficiency in the written English language;
  - Understanding of the responsibilities of the individual teacher to clients served, to the employing school district and its administration, and to the teaching profession;
  - Understanding of the legal rights of students, parents, administrators, school boards, and teachers;
  - Understanding of the essential statutes, rules, and legal procedures affecting the preparation, licensure, and relicensure of teachers, and the teacher as a public employee; and
  - Understanding of the purposes of the major education professional organizations and learned societies and their contributions to education and the education profession.
- o Each program leading to the licensure of teachers of students with communication disorders (prekindergarten to grade 12) shall provide candidates recommended for licensure with preparation in the following special education areas, consisting of a minimum of 60 quarter hours, or the equivalent.
  - Special education perspectives:

    (a) Understanding of the normal and abnormal acquisition and development of speech, language, and hearing;

(b) Understanding of the theoretical foundations of human communication;

(c) Understanding of the psychological, social, and cultural aspects of speech, language, and hearing development;

(d) Understanding of the anatomical, physiological, and neurological bases of speech, language, and hearing;

(e) Understanding of the causes, manifestations, and classifications of disorders of speech, language, and hearing;

(f) Understanding of major learning theories as they relate to normal and abnormal acquisition and development of speech, language, and hearing;

(g) Understanding of the theoretical foundations and normal sequence of cognitive development in relationship to language acquisition and development; and

(h) Understanding of the assumptions and procedures underlying scientific inquiry, particularly as they relate to the measurement and manipulation of human behavior.

- Assessment, planning, and instructional management:

(a) Ability to utilize current principles, procedures, and instruments in assessment, planning, and instructional management for students with communication disorders, including disorders of articulation, disorders of voice, disorders of language and interrelated cognitive disorders, disorders related to hearing impairment, and disorders of time, rate, or fluency;

(b) Ability to provide nondiscriminatory assessment, planning, and management appropriate to the student's racial, social, cultural, linguistic or handicapping characteristics;

(c) Ability to design and implement programs that will attempt to lower the incidence of communication disorders;

(d) Ability to design and implement various service delivery systems;

(e) Ability to assess, plan for, and manage instructional programs for students with multiple communication disorders;

(f) Understanding the effect of other disabilities on communication and the relationship of that effect to assessment, planning, and instructional management;

(g) Ability to design and implement remedial strategies to improve communication of students with multiple disorders;

(h) Ability to select appropriate alternative communication systems for implementation with diverse populations;

(i) Ability to use and maintain appropriate appliances and instrumentation in assessment, planning, and instructional management for students with communication disorders;

(j) Ability to apply learning and behavior theories in assessment, planning and instructional management for students with communication disorders; and

(k) Knowledge or organization and administration of speech, language, and hearing programs in various professional settings.

- Communication and Consultation:

(a) Ability to integrate speech, language, and hearing services with other services;

(b) Ability to work with parents, teachers, and others in serving students with communication disorders;

(c) Ability to design data collection systems that allow evaluation of the effectiveness of a student's program;

(d) Ability to design data collection systems that allow evaluation of services for students with communication disorders;

(e) Ability to provide consultation to others to improve and maintain a student's function in speech, language, and hearing; and

(f) Ability to interact with other agencies to maximize services for students.

Moderate to Severe Mentally Handicapped Students - Each program leading to the licensure of teachers of moderate to severe mentally handicapped students (kindergarten to grade 12) shall provide candidates recommended for licensure with preparation in the following regular education areas:

- Foundational studies, consisting of basic knowledge that underlies the study of education and teaching. It includes all of the following:
  - The study of human growth and development, including typical and atypical patterns of development from early childhood through adolescence;
  - The study of the learning process, with emphasis on physical, intellectual, emotional, and social difference in students; and
  - The study of education and the school as an institution in the context of a changing pluralistic society.
- The profession of teaching, consisting of basic knowledge of the professional responsibilities of a teacher, both within and beyond the instructional setting. It includes all of the following:
  - A minimum level of proficiency in the written English language;
  - Skills necessary to communicate and interact with staff members, resource personnel, parents, and other members of the community in order to meet the individual needs of students;
  - Skills to evaluate self- and peer-teaching performance;
  - Responsibilities of the individual teacher to clients served, to the employing school district and its administration, and to the teaching profession;
  - Legal rights of students, parents, administrators, school boards, and teachers;
  - Essential statutes, rules, and legal procedures affecting the preparation, licensure, and relicensure of teachers, and the teacher as a public employee; and
  - Purposes of the major education professional organizations and learned societies and their contributions to education and the education profession.

Each program leading to the licensure of teachers of moderate to severe mentally handicapped students (kindergarten to grade 12) shall provide candidates recommended for licensure with preparation in the following special education areas:

- Special education perspectives:
  - Understanding of mental retardation and neurological disorders and their educational implications;
  - Knowledge of medical management needs, health difficulties, and drug and chemotherapy treatment of moderate to severe mentally handicapped students;
  - Understanding impact of moderate to severe mentally handicapped students on the family organization and management;
  - Knowledge of the education implications of sensory impairments and emotional/behavioral problems in serving moderate to severe mentally handicapped students;
  - Understanding of prosthetic and technical devices and their educational implications for the handicapped;
  - Understanding of basic medical conditions associated with moderate to severe mentally handicapped students, including functional behavior and motor performance; and
  - Understanding of the need for transitional planning as it relates to employment, community living, and social opportunities and options as students move to adult agencies and services.
- Assessment and Planning:
  - Ability to assess student performance:
    - (a) Ability to determine educational needs, learning styles, and learning modes of students through the selection, administration, and interpretation of assessment procedures;
    - (b) Ability to observe and analyze student living and learning environments and response to specific instructional techniques;
    - (c) Ability to utilize comprehensive clinical reports in program planning.

- Ability to evaluate the effectiveness of instructional strategies and procedures for students with moderate to severe mental handicaps;

- Knowledge of ways to adapt instruments and procedures for the specialized needs of handicapped students;

- Ability to observe the social and adaptive behavior of students attributed to handicapping condition and develop a management plan;

- Ability to plan a sequential learning program for moderate to severe mentally handicapped students;

  (a) Ability to establish long- and short-term goals in each area of growth and development;

  (b) Ability to plan and sequence activities which will accomplish objectives; and

  (c) Ability to prescribe educational outcomes that are realistic in consideration of severity.

o Instructional Management:

- Understanding of techniques for stimulating language development;

- Knowledge of alternative and augmentative communication systems and their management;

- Ability to apply alternative and augmentative communication systems to instruction;

- Ability to expand student awareness of the environment through stimulation techniques;

- Ability to elicit a variety of responses appropriate to the capability to students to indicate an awareness of the environment;

- Ability to utilize behavior management techniques appropriate for moderate to severe mentally handicapped students;

- Ability to implement recommended mobility techniques and resolve architectural barriers in the educational setting;

- Ability to assure that personal equipment is functional;

- Ability to use physical positioning for optimal learning;
- Ability to manage student self-care, health, and safety needs;
- Ability to teach self-help maintenance skills; and
- Ability to develop, implement, and evaluate age-appropriate curriculum for moderate to severe mentally handicapped students.
    - (a) Ability to utilize and integrate art, music, and body movement in instruction;
    - (b) Ability to provide for the development of recreation and leisure-time skills;
    - (c) Ability to provide for the development of socialization skills;
    - (d) Ability to provide for the development of functional preacademic, basic academic, and literacy skills;
    - (e) Ability to provide for the development of prevocational skills, career planning, and transition from school to postsecondary training and employment;
    - (f) Ability to provide for the development of independent living skills, to include transition to and integration into the community;
    - (g) Ability to integrate related services in curriculum areas;
    - (h) Ability to design curriculum strategies which are age-appropriate;
    - (i) Knowledge of current technological aids and equipment available for use with students with concomitant physical handicaps; and
- Knowledge of implications of limited physical movement and environment stimulation on the learning processes of physically handicapped students.

o Communication and Consultation:

- Understanding of how to access school/community resources which will enhance programs for moderate to severe mentally handicapped students;

- Ability to supervise paraprofessionals;

- Ability to involve parents in the instructional program through planned communication, participation in meetings, and reinforcement of skills in the home;

- Ability to develop and implement home-based instructional programs;
- Ability to develop and maintain effective working relationships with teachers, related services, medical, and support personnel; and

- Understanding of roles of related disciplines and the implications of data provided to educational programming.

Teacher of Physically Handicapped Students - Each program leading to the licensure of teachers of physically handicapped students (kindergarten to grade 12) shall provide candidates recommended for licensure with preparation in the following special education areas consisting of a minimum of 15 quarter hours, or the equivalent:

o Special Education Perspectives:

- Understanding of human anatomy and kinesiology;

- Understanding of fine, gross, and sensorimotor development and their implications for selecting curricula; and

- Understanding of the educational implications of severe motor impairment in physically handicapped students.

o Assessment and Planning:

- Ability to develop and administer programs that consider the unique needs of physically handicapped students;

- Ability to assess physical function as it relates to classroom mobility, daily living skills, and educational and prevocational planning;

- Understanding of major tests utilized to measure motoric, auditory, visual, and other learning modalities; and

- Ability to select appropriate materials and provide assessment and counseling for physically handicapped students including prevocational and vocational counseling, career planning, and transition from school to postsecondary training and employment.

- Instructional Management:
  - Attitudes toward physically handicapped students:
    - (a) Understanding of the psychological implications of physical disability and its implications for individuals, family, and society;
    - (b) Understanding roles of parents and siblings in supporting growth and development of physically handicapped;
    - (c) Understanding the impact of a physical handicap on the ability to meaningfully function in society; and
    - (d) Understanding the unique problems of adolescent physically handicapped students and their social and emotional implications.
  - Instructional Strategies:
    - (a) Understanding of various impairments and their individual effects on learning, including consideration of the technological and physical care needs;
    - (b) Understanding of current machines, technical aids, and prosthetic devices used by the physically handicapped and ability to select appropriate aids for instruction; and
    - (c) Understanding of alternative forms of recording written communication including ability to teach adaptive typing and alternate forms of handwriting.
  - Instruction and Services:
    - (a) Ability to develop, select, and use differentiated program options and instructional strategies for physically handicapped students of differing abilities and needs;
    - (b) Ability to select and use methods and materials in reading and mathematics that are appropriate for specific types of problems inherent in dealing with children with multiple physical handicaps;
    - (c) Knowledge of the implications of limited physical movement and environmental stimulation on the learning processes of physically handicapped students;

(d) Ability to develop instructional resources to implement adaptive physical education and sensorimotor programs with physically handicapped students in coordination with therapeautic goals;

(e) Ability to select, adapt, use, and maintain equipment and facilities essential for the instruction of physically handicapped students;

(f) Ability to integrate independent living, self-help skills, orientation, and mobility into curriculum;

(g) Ability to motivate physically handicapped students to utilize physical and mental skills to maximum ability with minimal dependence on others;

(h) Ability to adapt and locate adapted versions of standardized tests for use with physically handicapped students; and

(i) Ability to adapt creative and expressive activities in order to enable meaningful participation of physically handicapped students, with emphasis on art, music, adaptive physical education, and leisure-time interests.

Teacher of Mild to Moderate Mentally Handicapped Students - Each program leading to the licensure of teachers of mild to moderate mentally handicapped students (kindergarten to grade 12) shall provide candidates recommended for licensure with preparation in regular education areas as set forth below.

- For persons who hold licensure as elementary school classroom teachers:
  - Knowledge of adolescent growth and development; and
  - Understanding of scope and sequence of secondary curriculum.
- For persons who hold licensure as secondary school classroom teachers or as teachers of kindergarten to grade 12 subjects:
  - Knowledge of child growth and development; and
  - Understanding of scope and sequence of elementary curriculum, including:

    (a) Understanding of elementary language arts curriculum: listening, speaking, writing, spelling, and reading;

(b) Understanding of basic skills in the mathematics curriculum; and

(c) Understanding of science and social studies curriculum.

Each program leading to the licensure of teachers of mild to moderate mentally handicapped students (kindergarten to grade 12) shall provide candidates recommended for licensure with preparation in the following special education areas, consisting of a minimum of 30 quarter hours, or the equivalent.

- Special Education Perspective:
  - Understanding of mental retardation and its educational implications;
  - Knowledge of speech, language, hearing, and vision impairments and their educational implications; and
  - Understanding of the need for transitional planning as it relates to employment, community living, and social opportunities and options as students move to adult agencies and services.
- Assessment and planning:
  - Ability to determine educational performance by selection, administration, and interpretation of appropriate educational assessments;
  - Ability to select, administer, and interpret formal and informal diagnostic instruments to measure skills in social, cognitive, and behavioral areas;
  - Ability to translate assessment data into recommendations for educational programming;
  - Ability to construct long- and short-range goals for individual students; and
  - Ability to plan a sequential learning program for students with mild to moderate mental handicaps.
- Instruction and Management:
  - Ability to develop a scope and sequence for individualized programming in basic reading, mathematics, oral and written expression, and listening comprehension;

- Ability to teach basic reading, mathematics, oral and written expression, and listening comprehension;
- Ability to select, design, and modify appropriate developmental, corrective, and remedial curriculum materials;
- Ability to help students transfer learned skills and monitor their progress in mainstream instructional programs;
- Ability to help regular classroom teachers implement proposed curriculum modifications;
- Ability to recognize and manage behavioral, emotional, and social needs of mild to moderate mentally handicapped students;
- Ability to select, modify, and implement various behavior management strategies;
- Ability to use materials designed for skill development in the social areas;
- Ability to construct instructional sequences to teach general prevocational skills;
- Knowledge of age-appropriate vocational instructional materials;
- Ability to integrate career/vocational instruction with physical, mental, social, and academic levels and student development, and plan for the transition from school to postsecondary training and employment; and
- Ability to teach self-help, daily living, and family management skills.

o Communication and Consultation:

- Ability to develop and maintain effective working relationships with paraprofessionals, teachers, supervisors, administrators, related services personnel, parents, and community resource personnel;
- Ability to help students and their parents develop realistic expectations in academic and occupational areas; and
- Knowledge of and ability to communicate with community and governmental agencies, volunteer and nonprofit groups, and parent organizations that provide supportive services.

Teachers of Emotionally/Behaviorally Disordered Students - Each program leading to the licensure of teachers of emotionally/behaviorally disordered students (kindergarten to grade 12) shall provide candidates recommended for licensure with preparation in regular education areas as set forth below:

- For persons who hold licensure as elementary school classroom teachers:
    - Knowledge of adolescent growth and development; and
    - Understanding of scope and sequence of secondary curriculum.
- For persons who hold licensure as secondary school classroom teachers or as teachers of kindergarten to grade 12 subjects:
    - Knowledge of child growth and development; and
    - Understanding of scope and sequence of elementary curriculum, including:
        - (a) Understanding of elementary language arts curriculum: listening, speaking, writing, spelling, and reading;
        - (b) Understanding of basic skills in the mathematics curriculum; and
        - (c) Understanding of science and social studies curriculum.

Each program leading to the licensure of teachers of emotionally/behaviorally disordered students (kindergarten to grade 12) shall provide candidates recommended for licensure with preparation in the following special education areas, consisting of a minimum of 30 quarter hours, or the equivalent.

- Special Education Perspectives:
    - Understanding of normal personality and social development;
    - Understanding the social and emotional impact off cultural differences on behavior;
    - Understanding behavioral/emotional problems and psychopathology of childhood and adolescence;
    - Knowledge of the interaction of emotional disturbance/behavior disorders with other handicaps;

  - Understanding of the relationship between chemical dependency and behavioral/emotional problems; and
  - Understanding of delinquent behavior and theory and processes of the correctional system.

- Assessment and Planning:
  - Ability to utilize formal and informal assessment techniques in obtaining information necessary for educational and bvehavioral programming for individual students;
  - Ability to establish and maintain a systematic procedure for compiling data on a student or group of students for the purpose of continuous evaluation of behavior;
  - Ability to implement procedures for assessing both appropriate and problematic social behaviors;
  - Ability to evaluate and document change in pupil behavior in both academic and social areas;
  - Knowledge of psychometric instruments utilized in the assessment of emotional disturbance/behavioral problems;
  - Ability to observe and record pupil behavior utilizing different social rating systems;
  - Ability to work on a team with a psychologist or psychiatrist to plan, explain, direct, and implement procedures for the identification of emotionally/behaviorally disordered children in a school population;
  - Knowledge of major tests utilized to measure motoric, auditory, and visual learning modalities;
  - Ability to administer and interpret results of achievement and diagnostic tests in the areas of reading, language arts, and mathematics;
  - Ability to translate assessment data into recommendations for educational programming;
  - Ability to construct long- and short-range objectives for individual students for each of the three domains: cognitive, affective, and motor;

  - Ability to state instructional goals, set priorities for teaching, and state a criterion level for mastery of each task to be presented to the student;
  - Ability to develop and implement an instructional sequence to teach appropriate social behavior for a child based on assessment and observation;
  - Ability to select and implement a sequence of learning activities to remedy specific deficits in basic skills for each student or group of students; and
  - Ability to establish a reinforcement hierarchy for each student.

- Instruction and Management:
  - Ability to determine for each student a reinforcement preference and to use different reinforcers to change and maintain behavior;
  - Ability to select and implement remedial techniques in academic skill areas with students;
  - Ability to establish and maintain individual student attention while programming for a group;
  - Knowledge of proven teaching techniques including the rationale behind their use and the ability to use them for various academic areas;
  - Knowledge of the theory and rationale underlying various reading approaches;
  - Ability to assist parents in understanding and supporting the implementation of proposed management modifications;
  - Ability to assist regular classroom teachers in the implementation of proposed curriculum/management modifications;
  - Ability to use role playing, individual and group counseling techniques, play groups, behavior modification, contracts, time-out, isolation and other techniques in managing presenting behavior and specific educational-social problems;
  - Knowledge of the rationale, program components, operation, and evaluation of various program models;

  - Ability to use materials designed for skill development in the social areas;
  - Ability to construct instructional sequences to teach general prevocational skills based upon cognitive, affective, and academic strengths of each student;
  - Knowledge of age-appropriate vocational instructional materials and the ability to plan for transition from school to postsecondary training and employment; and
  - Ability to collaborate effectively with clinical personnel in monitoring program appropriateness and effectiveness.

- Communication and Consultation:
  - Ability to develop and maintain effective working relationships with paraprofessionals, teachers, supervisors, administrators, related services personnel, parents, and community resource personnel;
  - Knowledge of and ability to communicate with and about community resources that serve students with emotional/behavioral problems; and
  - Ability to interact and communicate with personnel involved in court services, interagency meetings and placement planning.

- Prepracticum and Practicum Experiences:
  - Prepracticum experiences shall include a series of formal observations and directed instructional experiences with emotionally/behaviorally disordered students;
  - Practicum experiences shall include one academic quarter, or the equivalent, of planning and implementing an instructional program for emotionally/behaviorally disordered students;
  - Upon completion of prepracticum and practicum requirements, candidates recommended for licensure shall have had experiences throughout the range of program alternatives with elementary and secondary emotionally/behaviorally disordered students.

Teachers of Specific Learning Disabled Students - Each program leading to the licensure of teachers of specific learning disabled students (kindergarten to grade 12) shall provide candidates recommended for licensure with preparation in regular education areas as set forth below:

- For persons who hold licensure as elementary school classroom teachers:
  - Knowledge of adolescent growth and development; and
  - Understanding of scope and sequence of secondary curriculum.
- For persons who hold licensure as secondary school classroom teachers or as teachers of kindergarten to grade 12 subjects:
  - Knowledge of child growth and development; and
  - Understanding of scope and sequence of elementary curriculum, including:
    - (a) Understanding of elementary language arts curriculum: listening, speaking, writing, spelling, and reading;
    - (b) Understanding of basic skills in the mathematics curriculum; and
    - (c) Understanding of science and social studies curriculum.

Each program leading to the licensure of teachers of specific learning disabled students (kindergarten to grade 12) shall provide candidates recommended for licensure with preparation in the following special education areas, consisting of a minimum of 30 quarter hours, or the equivalent:

- Special Education Perspectives:
  - Knowledge of the concept of specific learning disabilities and its historical development;
  - Understanding of the etiology of specific learning disabilities and the cuases of other learning problems;
  - Understanding court decisions and federal and state legislation that have had an effect on the field of specific learning disabilities;
  - Understanding of various theories of cognition and the ability to compare these various theories with respect to explanation of causes behavior;
  - Understanding of the various basic theories of instruction and the ability to compare these basic theories with respect to explanation of observed behavior; and

  - Understanding of the basic theories of behavior and the ability to compare these basic theories with respect to explanation of observed behavior.

- Assessment and Planning:

  - Ability to select, administer, and interpret appropriate instruments and techniques for general screening of learning disabilities;

  - Understanding of formal and informal screening instruments that measure behavior and cognition;

  - Ability to select, administer, and interpret formal and informal diagnostic instruments for the skills of listening comprehension, oral expression, reading decoding, reading comprehension, written expression, mathematics calculation, and mathematics reasoning;

  - Ability to use formal and informal data to develop specific objectives and to plan appropriate instructional intervention strategies;

  - Ability to develop and use formal and informal measures to monitor ongoing progress of students;

  - Ability to observe, record, and analyze behavioral data of student performance in specific settings;

  - Ability to use assessment results of tests administered by other personnel;

  - Ability to observe and analyze skills in problem solving, inferential thinking, and concept development of students in educational settings; and

  - Understanding of entrance and exit criteria for specific learning disability services.

- Instruction and Management:

  - Ability to develop a scope and sequence for individualized programming in basic reading, mathematics, oral and written expression, and listening comprehension;

  - Ability to teach basic reading, mathematics, oral and written expression, and listening comprehension;

  - Ability to teach conceptual skills, such as deductive and inductive reasoning, problem solving skills, study skills, inferential reasoning, logical thought, categorization, and classification skills;
  - Ability to select, design, and modify appropriate developmental, corrective, and remedial curriculum materials;
  - Ability to help students transfer learned skills and monitor their progress in mainstream instructional programs;
  - Ability to relate career/vocational instruction to physical, mental, social, and academic levels of student development and to plan for the transition from school to postsecondary training and employment;
  - Understanding of the affective problems that often accompany learning disabilities;
  - Ability to use clinical teaching to modify social and learning behavior;
  - Ability to refer students with social and emotional problems related to their learning disabilities;
  - Ability to select, modify, and implement various behavior management strategies;
  - Knowledge of projective and media oriented therapies; such as, art, music, play therapies, puppetry, and role playing;
  - Ability to select, modify, and use affective curricular programs; and
  - Ability to explain program models and instructional strategies used in delivering services to learning disabled students.

- Communication and Consultation:
  - Ability to communicate with students, professional associates, parents, community resource persons, and professionals from other disciplines in the field of learning disabilities;
  - Ability to communicate the assessment process, goals, teaching strategies, and curriculum activities to teachers, parents, students, and others in both oral and written form;

- Ability to provide consultation to classroom teachers, parents, and peers in the implementation of learning disabilities services;
- Ability to assist parents in accepting and understanding their child's disability and how it affects school and community performance; and
- Ability to effectively communicate due process procedures to parents and assist them in understanding their rights and responsibilities under the law.

Teachers of Mildly Handicapped Students - Each program leading to the licensure of teachers of mildly handicapped students (kindergarten to grade 12) shall provide candidates recommended for licensure with preparation in regular education areas as set forth below:

- For persons who hold licensure as elementary school classroom teachers:
  - Knowledge of adolescent growth and development; and
  - Understanding of scope and sequence of secondary curriculum.
- For persons who hold licensure as secondary school classroom teachers or as teachers of kindergarten to grade 12 subjects:
  - Knowledge of child growth and development; and
  - Understanding of scope and sequence of elementary curriculum, including:
    - (a) Understanding of elementary language arts curriculum: listening, speaking, writing, spelling, and reading;
    - (b) Understanding of basic skills in the mathematics curriculum; and
    - (c) Understanding of science and social studies curriculum.

Each program leading to the licensure of teachers of mildly handicapped students (kindergarten to grade 12) shall provide candidates recommended for licensure with preparation in the following special education areas, consisting of a minimum of 45 quarter hours, or the equivalent.

- Special Education Perspectives:
    - Understanding of specific handicapping conditions and their educational implications, to include mental handicaps, specific learning disabilities, and emotional/behavioral disorders;
    - Understanding of perceptual-motor and visual-motor deficits and their educational implications; and
    - Knowledge of medical treatment programs and their maintenance in educational settings.

- Assessment and Planning:
    - Understanding of the components of a complete assessment to determine educational needs;
    - Understanding of when information suggests or requires the involvement of other professionals for further assessment and planning;
    - Ability to observe, assess, and interpret student performance;

        (a) Ability to observe, record, and analyze the learning environment of students and their responses to specific instructional techniques; and

        (b) Ability to determine educational performance, learning style, and learning modes of students by selection, administration, and interpretation of appropriate educational assessments, to include observation and data collection, criterion and norm referenced tests, surveys and inventories, interviews, student records review, and other formal and informal assessment procedures;

    - Ability to participate as a member of a multidisciplinary team in planning an educational program for students with mild educational handicaps:

        (a) Ability to develop specific behavioral objectives for students based upon observational, behavioral, and diagnostic data;

        (b) Ability to develop objectives for students in terms of behavioral outcomes in relation to both long- and short-term goals; and

    - (c) Ability to involve students and partners in planning learning and behavior goals;
  - Ability to plan a sequential learning program for students with mild educational handicaps;
    - (a) Ability to establish long- and short-term goals in each academic area;
    - (b) Ability to write behavioral objectives for each goal; and
    - (c) Ability to plan and sequence activities which will accomplish each objective; and
    - (d) Ability to make constructive use of teacher aide and volunteer assistants in planning and implementing instructional programs.

- o Instruction and Management:
  - Ability to sequence tasks from early to late developing skills and from simple to complex behaviors, and design learning activities within a wide range of difficulty so that students with varying abilities can participate at their own level, pace, and style;
  - Ability to develop, implement, and evaluate programs for mildly handicapped students;
  - Ability to provide appropriate support to students to facilitate success in their regular education programs;
  - Ability to modify curriculum to meet individual needs of students;
    - (a) Ability to analyze existing curriculum and its impact on individual learning style and rate;
    - (b) Ability to modify the presentation of the curriculum content to accommodate differences in learning style and rate;
    - (c) Ability to identify student performance within the sequence of the curriculum and identify the appropriate content level for the student, based upon achievement level; and
    - (d) Ability to develop classroom management strategies in order to assure the curriculum modifications can be implemented;

- Ability to recognize and manage behavioral, emotional, and social needs of mildly handicapped students;

- Knowledge of resources which provide current information about transition from school to work or postsecondary and other career opportunities and training; and

- Ability to teach self-help, daily living, and family management skills.

o Communication and Consultation:

- Ability to serve as an advocate for least restrictive placements;

- Ability to develop and maintain effective working relationships with paraprofessionals, teachers, supervisors, administrators, related services personnel, parents, and community resource personnel;

- Ability to provide consultation to others regarding appropriate educational programs:

    (a) Ability to identify and gather relevant information;

    (b) Ability to analyze and synthesize information;

    (c) Ability to apply information to educational plans;

    (d) Ability to communicate information to others in a way that is understandable and practical;

    (e) Ability to use information to develop and carry out demonstration teaching activities; and

    (f) Ability to assist in the implementation and follow-up of educational plans developed from the information;

- Ability to design and conduct appropriate in-service education activities for regular education teachers, paraprofessionals, and volunteers;

- Ability to assist students and their parents in developing realistic expectations in academic and occupational areas; and

- Knowledge to direct parents to community and governmental agencies, volunteer and nonprofit groups, and parent organizations that provide supportive services.

- Practicum experiences, which must include one academic quarter or the equivalent of experience with a multidisciplinary team in planning and implementing an instructional program for mildly handicapped students at the elementary and secondary levels.

Directors of Special Education

- A person who serves or performs the duties of a director or assistant director of special education shall hold a license as a director of special education. A program supervisor is not required to hold this license. A person holding a Minnesota life license as a supervisor of special education may serve as a director or an assistant director of special education.

- An applicant for licensure as a director of special education shall:

  - have three years of teaching experience in special education while holding a license valid for the position or positions in which the experience was gained;

  - satisfactorily complete a specialist or doctoral program, or a program consisting of a master's degree plus 45 quarter credits unless up to 30 credits are waived in a preparation program approved by the commissioner of education that is offered at a regionally accredited Minnesota graduate school; and

  - be recommended for licensure as a director of special education by a Minnesota college or university that, in making the recommendation, attests to the satisfactory completion by the applicant of the approved program, and the evaluation process.

- The approved program must include preparation that enables the candidate to acquire knowledge, understanding, and abilities in the following:

  - General education administration:

    (a) Understand, and be able to implement, the principles and strategies that will result in meaningful involvement of parents or guardians in the educational process including development of the verbal and nonverbal language that conveys an attitude of respect for what parents or guardians have to bring to the development of a working partnership with school personnel.

    (b) Understand the principles of personnel management, including determining personnel needs, recruitment, assignment, supervision, and evaluation.

(c) Understand state and federal laws and rules regarding education, including data privacy.

(d) Understand the principles of social organization, including school-community relations and parent-school relations and understanding communication strategies.

(e) Understand models of professional development and staff preparation.

(f) Know and understand group process, communication, and strategy skills including conflict management and resolution, listening, speaking, principled negotiation, strategies for change, and development of mission.

(g) Know and understand individual or personal behavior styles and how they interact under normal and stress conditions.

(h) Understand models of program planning, design, implementation, evaluation (including design), data collection, and data analysis.

(i) Know and understand different management models and styles.

(j) Know and understand the models of general school finance being used nationally and in Minnesota.

(k) Know case law regarding general education.

(l) Know school organization and administration models being used nationally and understanding the models used in Minnesota.

(m) Know and understand elementary and secondary curriculum.

(n) Know and understand school effectiveness research and its effect on instructional programs.

(o) Know and explore current technology tools designed to deliver instruction and manage student instructional data.

- Special education administration:

(a) Understand, and be able to implement, the principles and strategies that will result in meaningful involvement of parents or guardians in the educational process including development of the verbal and/nonverbal language that conveys an attitude or respect for what parents or guardians have to bring to the development of a working partnership with school personnel and strategies on how to present educational and due-process information in a clear, concise, and nonthreatening manner.

(b) Understand the current state and federal laws and rules regarding the delivery of educational programs for handicapped pupils.

(c) Understand the current state and federal laws, rules, and procedures regarding special education finance, budgeting, and accounting.

(d) Understand case law regarding special education and the education of handicapped students.

(e) Understand special education instructional delivery service models including methods and materials.

(f) Understand special education program development, including needs assessment, program design, and evaluation.

(g) Understand the purpose of and resources available from agencies and organizations serving handicapped pupils and their parents.

(h) Know special education administrative models used nationally, and understand the models being used in Minnesota.

(i) Know and explore current technology tools designed specifically for the handicapped including delivering instruction, student physical assistance (for example, communication and braille translation), and managing student information.

- The program must provide the candidate with a practicum or field experience, that must include a minimum of 200 hours in an administrative position under the immediate supervision of a functioning director of special education. During the field experience, the candidate shall demonstrate the ability to apply the knowledge and understandings enumerated above. A person prepared in another state as a director of special education may substitute one year of full-time experience as a director or assistant director of special education in another state for the field experience required by this provision.

- An institution applying for approval of a program leading to licensure of directors of special education must include a description of how licensure candidates may have their experience and preparation, evaluated by the institution.

- The initial evaluation must include representation from college departments involved with the licensure program and must include practicing directors of special education. The evaluation must occur before the candidate's program is filed with the institution. The evaluation must result in an individual plan for the applicant to attain the necessary knowledge, skills, abilities, and understandings in the program requirements above. If an applicant can demonstrate competencies based on an evaluation of prior experience and training, that has a direct relationship to the requirements in the program requirements, this plan may include a reduction of up to 30 of the required quarter credits. The plan may also include a listing of additional areas of skill development in which the candidate shall consider additional preparation. The structure of the plan must clearly show which experiences or activities relate to which skills.

- An approved program for the competency and situational observation component must include an exit evaluation that requires a licensure candidate to demonstrate facility with the knowledge and understanding components listed in the program requirements. The exit evaluation must focus on those skill components not previously demonstrated during completion of the practicum requirement. One acceptable model for evaluating facility with those components can be achieved by placing the candidate in a series of realistic hypothetical problem-solving situations while being observed by a team of at least two to four persons competent to evaluate the candidate's facility and knowledge of the skill areas. This exit evaluation must allow the candidate to demonstrate facility with the knowledge areas within a reasonable time frame.

Other Special Requirements

- All applicants for an initial license, shall provide official evidence of having successfully completed examinations of skills in reading, writing, and mathematics before being issued an initial Minnesota teaching license. The examinations must have been adopted by the Board of Teaching.

- Each teacher, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are reflected in the following code of ethics, which sets forth to the education profession and the public it serve standards of professional conduct and procedures for implementation. This code shall apply to all persons licensed according to rules established by the Board of Teaching.

- A teacher shall provide professional education services in a nondiscriminatory manner.
- A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.
- In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.
- A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.
- A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.
- A teacher shall delegate authority for teaching responsibilities only to licensed personnel.
- A teacher shall not deliberately suppress or distort subject matter.
- A teacher shall not knowingly falsity or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.
- A teacher shall know knowingly make false or malicious statements about students or colleagues.
- A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

III. RELATIONSHIP TO WORLD OF PRACTICE

Clinical and Field Based Experience

o Teacher of Special Education: Early Childhood - Pre-practicum and practicum experiences with infants, toddlers, and pre-primary children, in a setting in which theory and practice are combined, which shall include:

- A series of formal observations of teaching and directed instructional experiences, prior to a practicum experience;
- Practicum experience, which shall consist of a minimum of 180 clock hours of supervised teaching experiences with children with normal development and their parents; and
- Practicum experience, which shall consist of a minimum of 180 clock hours of supervised teaching experiences with children with handicapping conditions and their parents.

Upon completion of pre-practicum and practicum experiences, candidates recommended for licensure shall have had such experiences with normally developing and handicapped infants, toddlers, and pre-primary children with a variety of disorders and served through a variety of program models, such as home-based or pre-school class.

o Special Learning Disabilities - Pre-practicum and practicum experiences:

- Prepracticum experiences shall include a series of formal observations and directed instructional experiences with learning disabled students;
- Practicum experiences shall include one academic quarter, or the equivalent, of planning and implementing an instructional program for learning disabled students;
- Upon completion of prepracticum and practicum requirements, candidates recommended for licensure shall have had experiences throughout the range of program alternatives with elementary and secondary learning disabled students.

o Mildly to Moderately Mentally Handicapped - Prepracticum and practicum experiences:

- Prepracticum experiences shall include a series of formal observations and directed instructional experiences with mild to moderate mentally handicapped students;
- Practicum experience shall include one academic quarter, or the equivalent, of planning and implementing an instructional program for mild to moderate mentally handicapped students;

  - Upon completion of prepracticum and practicum requirements, candidates recommended for licensure shall have had experiences throughout the range of program alternatives with elementary and secondary mild to moderate handicapped students.

- Physically Handicapped - Prepracticum and practicum experiences;

  - Prepracticum experiences shall include a series of formal observations and directed instructional experiences with physically handicapped students;

  - Practicum experiences shall include one academic quarter or the equivalent of planning and implementing an instructional program for physically handicapped students;

  - Upon completion of prepracticum and practicum requirements, candidates recommended for licensure shall have had experiences with:

    (a) Related services such as rehabilitation units, physical therapy, and occupational therapy; and

    (b) Elementary and secondary physically handicapped students throughout the range of educational program alternatives.

- Moderate to Severely Mentally Handicapped - Prestudent teaching and student teaching experiences:

  - Prestudent teaching experiences shall include a series of formal observations and directed instructional experiences with moderate to severe mentally handicapped students;

  - Student teaching experiences shall include full-day experiences for one academic quarter or the equivalent of planning and implementing an instructional program for moderate to severe mentally handicapped students;

  - Upon completion of prestudent teaching and student teaching requirements, candidates recommended for licensure shall have had experiences with:

    (a) Service agencies outside of public school programs;

    (b) Related services such as rehabilitation units, physical therapy, occupational therapy, and speech therapy; and

    (c) Home- and school-based settings at the elementary and secondary levels.

- Communication Disorders - Prestudent teaching and student teaching experiences:
  - Prestudent teaching experiences shall include a series of formal observations and directed instructional experiences with students with communication disorders;
  - Student teaching experiences shall include full-day experiences for one academic quarter or the equivalent of planning and implementing an instructional program for students with communication disorders;
  - Upon completion of prestudent teaching and student teaching requirements, candidates recommended for licensure shall have had experiences with prekindergarten, elementary, and secondary school students who represent a full range of severity of disorders of voice, articulation, hearing loss, time/rate/fluency, and language and its cognitive correlates.
- Hearing Impaired - Prepracticum and practicum experiences:
  - Prepracticum experiences shall include a series of formal observations and directed instructional experiences wit hearing impaired students;
  - Practicum experiences shall include one academic quarter or the equivalent of planning and implementing an instructional program for hearing impaired students;
  - Upon completion of the prepracticum and practicum requirements, candidates recommended for licensure shall have had experiences with:
    - (a) Deaf and multihandicapped hearing impaired students in residential, social, and vocational settings;
    - (b) Mild, moderate, severe/profound, and multihandicapped hearing impaired students in educational settings; and
    - (c) Prekindergarten, elementary, and secondary hearing impaired students in itinerant, resource, and self-contained settings.
- Visually Handicapped - Prepracticum and practicum experiences:
  - Prepracticum experiences must include a series of formal observations and directed instructional experiences with visually handicapped students;

- Practicum experiences must include one academic quarter or the equivalent of planning and implementing an instructional program for visually handicapped students;

- Upon completion of prepracticum and practicum requirements, candidates recommended for licensure shall have had experiences with:

  (a) Activities of visually handicapped students in a rehabilitation or sheltered work setting;

  (b) An educational program at a residential school for visually handicapped students; and

  (c) Blind and partially sighted students in an integrated setting at prekindergarten, elementary, and secondary levels.

Follow-up of Graduates

o That there is a description of the institutional procedures for the systematic evaluation of teacher licensure programs, including the periodic survey of graduates who have completed such programs.

Relationship with Field

o No provision stated.

IV. STUDENTS

Admission

o The institutions must establish institutional student services, and must demonstrate that:

- the institution has established and maintains a process for admission and retention of persons in teacher licensure programs, including the application of specific criteria for admission and retention, and a defined student appeals process.

- the institution has established and maintains complete, accurate, and current records of persons in teacher licensure programs which provide information to support decisions with respect to admission, retention, and recommendation for teacher licensure.

- Admission to upper division or graduate coursework. Candidates for an initial license shall provide official evidence to the institutions they attend of having taken the examinations before enrolling in upper division coursework in the professional education sequence. Candidates for an initial license who have a baccalaureate degree shall provide official evidence to the institutions they attend of having taken the examinations before enrolling in coursework in the professional education sequence. Candidates who fail to achieve the minimum passing score on one or more of the examinations may enroll in upper division or graduate coursework in the professional education sequence; however, candidates must achieve the passing scores before recommendation for an initial teaching license. Colleges and universities must provide candidates who fail the examinations access to opportunities to enhance their skills.

Monitoring - Assessment/Competencies

- No provision stated.

Advisory Services

- The institution must establish and maintain an advisory system which provides assistance in planning programs of study for each person enrolled in teacher licensure programs.

Completion of Program/Evaluation - Exit Criteria

- The institution has established and maintains placement services, including maintenance of credentials, information regarding trends in employment, and information regarding employment opportunities.

Multicultural Groups and Persons with Disabilities

- No provision stated.

V. FACULTY

Qualification/Assignment

- The institution assigns faculty qualified by academic preparation to support the teacher licensure program offered by the institution.

- Part-time and adjunct faculty assigned to each teacher licensure program are employed only when there is a need which is not represented on the full-time faculty, or when there is a need for temporary additional service, or to complement regular full-time faculty.

Faculty Load

- o The qualifications and the teaching load of the faculty assigned to the professional education component of each teacher licensure program are equivalent to those established for all faculty within the institution.

Faculty Development

- o No provision stated.

Faculty Evaluation

- o No provision stated.

VI. GOVERNANCE

Relationship of Program to Institution

- o No provision stated.

Authority/Autonomy

- o See "Structure and Administration" which follows.

Structure and Administration

- o The administrative organization demonstrates that:
  - The control of teacher licensure programs is exercised by a defined administrative and instructional unit, such as a department, division, school, or college of education. Such defined unit has responsibility for planning, developing, coordinating, implementing, and evaluation teacher licensure programs.
  - The administrator of such defined unit is authorized to submit teacher licensure program proposals to the Board of Teaching for approval and is responsible for administering teacher licensure programs as approved by the Board of Teaching.
  - The administrator of such defined unit is authorized to recommend for teacher licensure those persons who have completed teacher licensure programs which have been approved for that Minnesota institution by the Board of Teaching.

- The institution has a defined institutional policy-making body which is responsible for approving teacher licensure programs for submission to the Board of Teaching; and
- The institution establishes and maintains a teacher education committee to assist in the design, development, revision, and ongoing evaluation of teacher licensure programs within the institution. Such committee includes college personnel, licensed practicing teachers, school administrators, and interested citizens.

Planning

- No provision stated.

VII. RESOURCES

Personnel

- Necessary faculty and physical resources are allocated to implement and maintain the teacher licensure program. Faculty shall be assigned to the component of professional education for which they have academic preparation and teaching experience. In addition, faculty assigned to provide instruction in methods of teaching and supervise student teaching experiences in the teacher licensure program shall have teaching experience at the licensure level of the licensure program. Classroom teachers who supervise student teaching experiences shall hold at least a continuing license, granted by the Board of Teaching, in the licensure field and at the licensure level for which they supervise.

Fiscal

- That there is evidence that sufficient financial resources are allocated to support the institutional programs for preparing persons for teacher licensure.

Facilities

- That there is evidence that the physical resources are adequate to support the teacher licensure programs offered by the institution.

Library, Equipment, Supplies

- That there is evidence that the library, audio-visual, and curriculum materials are adequate to support the teacher licensure programs offered by the institution.

NAME OF ACCREDITING STATE: MISSOURI

MAILING ADDRESS:

Special Education
Department of Elementary and
Secondary Education
P.O. Box 480
Jefferson City, Missiouri 65102

CONTACT:

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State Director

(314) 751-2965

STANDARDS PUBLICATION: Procedures and Standards for Approval of Professional Education Programs in Missouri (1986)

PROFILE: ACCREDITATION STANDARDS - MISSOURI

I. ELIGIBILITY

- Missouri statutes grant the State Board of Education the authority to grant teaching certificates, establish requirements therefore, and formulate regulations governing the issuance of license to teach in the public schools of the state of Missouri.

- Missouri statutes provide that any baccalaureate degree granting four year college or university in Missouri offering or proposing to offer a teacher education program may apply to the State Board of Education for approval of the program. If such program meets the standards and regulations established by the State Board of Education for approval of teacher education programs in Missouri, the college or university shall be deemed approved for the purposes of teacher preparation.

- Missouri Statute provides that the State Board of Education shall establish standards and procedures by which it will evaluate all teacher training institutions in this state for the approval of teacher education programs. The State Board of Education shall not require teacher training institutions to meet national or regional accreditation as a part of its standards and procedures in making these evaluations. Upon approval by the State Board of Education of the teacher education program at a particular teacher training institution, any person who graduates from that program, and who meets other requirements which the State Board of Education shall prescribe by rule, regulation and statue shall be granted a certificate or license to teach in the public schools of this state. However, no such rule or regulation shall require that the program from which the person graduates be accredited by any national or regional accreditation association.

- Application Procedures

  - Each institution desiring State Board of Education approval shall submit a written request to the Commissioner of Education requesting a review of its professional education programs and the certificate grade level for which approval is sought.

  - The institution requesting approval or renewal of approval shall undertake a self-study as prescribed herein and prepare a written report based on the self-study.

  - The institution seeking approval of its professional education programs shall submit ten copies of there Self-Study Report to the Teacher Education and Certification Section, Department of

Elementary and Secondary Education, at least 60 days prior to the scheduled review by the evaluation team. The completed Self-Study Report constitutes the institution's formal application for professional education program approval.

  - The Teacher Education and Certification Section shall schedule the dates for an on-site evaluation by an evaluation team after conferring with the appropriate official of the institution requesting approval. Normally, the visit will require three or four days.

  - The evaluation team shall be comprised of at least five people, including a chairperson from the Department of Elementary and Secondary Education (Teacher Education and Certification Section), practicing elementary or secondary school educators, and educators from institutions of higher education possessing State Board of Education approved professional education programs. The number of team members will depend upon the size of the institution and the number of programs for which approval is requested. The members of the evaluation team will be selected by the Department of Elementary and Secondary Education. The institutional representative, after conferring with the team chairperson, may reject a team member for just cause. The institution shall bear the cost of travel, lodging, and meals of the visiting team, including pay for substitute teachers, if required. (The expenses of the Department of Elementary and Secondary Education chairperson will be paid by that agency.)

  - The evaluation team, in validating the Self-Study Report and evaluating the professional education programs, shall, through documentation, determine whether each Standard has been met. Quality Indicators for each Standard shall be used to determine the degree to which the institution is in compliance with each Standard.

  - The chairperson and members of the evaluation team shall conduct an exit conference with representatives of the institution summarizing the team's major findings.

  - The chairperson shall present the team report, with appropriate documentation, to the Commissioner of Education.

  - The Commissioner of Education shall review the team report and may request additional information from the institution before recommendations are made to the State Board of Education.

- The State Board of Education shall review the Commissioner of Education's recommendation and either grant approval, grant provisional approval, or deny approval of that institution's professional education program.

- State Board of Education approval shall be for a term of five years.

- The State Board of Education may grant two year provisional approval when a program does not comply with one or more of the Standards presented in Part II, but provides sufficient evidence of plans and resources to comply within the two year period.

II. CURRICULUM

Overall Institutional

- A statement of the institution's purposes and objectives is contained in printed material used by the institution to describe its programs. The purposes and objectives include, and are consistent with, the sponsoring of programs for the preparation of professional educational personnel.

- Programs for the preparation of professional education personnel shall operate with clearly stated goals and objectives based on the mission of the institution. Statements of the institution's purposes and objectives shall provide guidelines for educational planning and operation. Likewise, they shall serve as referents for decision making regarding such matters as student admission and retention policies, curriculum, faculty, research, evaluation, physical facilities and other material resources, community services, institutional organization, and finance.

- All professional education programs shall be based on established educational research and knowledge of sound professional practice which promote identified competencies related to instruction of students. The curriculum shall link the major components in the education of teachers--general education, professional education, and the specialization. The curriculum shall provide for an understanding and application of instruction to individual learning needs, including those of culturally diverse, at-risk, and exceptional populations.

- All professional education programs are designed to meet the certification requirements of the Missouri State Board of Education.

- Program objectives and attendant student competencies shall be stated specifically. An outline of each program shall be provided giving evidence of the delivery of program objectives and student competencies through specified courses, instructional modules, or other instructional activities. Programs shall meet all certification requirements of the Missouri State Board of Education.

Both specialization and advanced study shall require scholarship beyond that achieved in general or undergraduate education. Each program shall provide for maintaining quality of this scholarship.

Programs shall provide breadth of coverage to enable the student to develop supporting and related competencies and insights, in addition to a major emphasis.

- Program goals and objectives stated for the preparation of educational personnel are consistent with the mission and objectives of the institution.
- The institution shall provide a competency based program design:
  - Relating the competencies cited to modules, subcoursers or courses;
  - Listing the learning activities involved; and
  - Specifying the assessment techniques used to verify the attainment of these competencies.
- To determine the competency based program's effectiveness, the institution shall formally assess follow-up data to determine the relationship between "exit" competencies and initial professional role performance. Such assessment shall be the basis for continuous program development.
- A statement of the purposes, including the scope of all professional education programs, is included in the institution's catalog and in other printed materials used by the institution to describe its programs. The statement indicates each professional education program offered, the grade span for which state approval has been granted, and the level at which programs are offered (basic or advanced).
- General education shall provide the knowledge, skills, understanding, and appreciation associated with a well educated individual. The study of the liberal arts, which embraces the humanities, fine arts, mathematics, natural and behavioral sciences, shall provide the basis for a core of knowledge. An understanding and appreciation of cultural, scientific, creative, and aesthetic processes as developed through the fostering of critical and analytic approaches to knowledge shall also be included.
- The general education component shall include a well planned sequence of courses and experiences offered by faculty in the liberal arts and other general studies.

- The general education program requires study:
    - to develop the process skills of analysis, synthesis, evaluation essential to understanding intellectual ideas and principles;
    - to develop competence in written and oral communication skills;
    - to develop an understanding of and the ability to use basic mathematical properties, processes, and symbols; and
    - of the historical and cultural values and customs and social institutions of both Western and non-Western cultures and both minority and majority cultures in our own society integrating this study, where possible.
- The general education program requires the study and the application of modes of inquiry and the characteristics of the disciplines in the arts, humanities, natural sciences, and the social sciences.
- Provision for communication, cooperation, and deliberate coordination shall be clear in institutions operating several advanced programs. Data shall be available to indicate the objectives implemented, any unique and cooperative program provisions, and program evaluation.
- Those institutions offering both graduate and undergraduate programs shall maintain consistency in philosophy, principles, and objectives upon which professional education programs are based.
- The professional education sequence shall be made up of elements which contribute directly to the prospective teacher's skill in guiding student learning. The practices and theories of the teaching/learning process shall have a direct relationship to the other components of a teacher education program - general education and the area(s) of teaching specializatiors. Professional education shall be based upon knowledge, attitudes, abilities, and skills developed in the study of general education and the area(s) of content specialization. Professional education shall require a high order of academic achievement and pedagogical competence.
- The prospective teacher shall have completed a program that provides for the development of insights into:
    - child and adolescent psychology;
    - the exceptional child;
    - the teaching/learning process;
    - the social interactive processes of the classroom, school, and

community;

- the methods and materials of instruction; and

- the broader problems of the profession as they relate to society and the function of the school.

Specialist Courses (Core Curriculum)

- The teaching major or field of specialization shall consist of a carefully planned pattern of courses and experiences designed to produce a strong academic background and competencies necessary for successful teaching at the particular grade levels for which the program is designed.

- Each teaching major or field of specialization is based upon written statements of program objectives and competency expectations for classroom teaching as related to the public school curriculum. These statements reflect an analysis of current theory, research, practices, and recommendations of the professional organizations representing the specialization field found in the public school curriculum and which enable evaluation.

- Each teaching major or field of specialization requires study and experiences designed to develop an understanding of the sequential nature of the knowledge and skills, as well as competency in the methodology needed to teach the subject matter, taking into account diverse student learning styles and cultural backgrounds.

- Students obtain a high level of professional competence and understanding in their major or field of specialization. These competencies are shown by academic achievement in the specialty area, assessments of professional skills, and evaluations of students' abilities to apply the knowledge base under actual conditions of professional practice.

- The institution shows evidence that each major or field of specialization has and is attracting, or is realistically expected to attract, sufficient students to enable adequate evaluation of the field.

- There is evidence of a process for coordinating the development of curriculum and its implementation and evaluation between those departments offering general education experiences and the professional education faculty to assure that the goals of the general education standards for teacher education programs are achieved and meet the certification requirements of the Missouri State Board of Education.

- The program requires prospective teachers to observe and analyze a variety of teaching models and assists them in assessing their own teaching effectiveness and professional growth needs.

- The program requires study of the historical, philosophical, legal, and social development and organization of education in the United States.
- The program requires study and experiences specifically designed to develop the competencies needed to teach critical thinking.
- The program requires study of issues relating to children-at-risk, including the pertinent laws concerning child abuse and neglect.
- The program requires study and competency in methods and materials needed to evaluate and to report pupil progress, including the development, administration, scoring, interpretation, and validation of teacher developed and standardized tests.
- The program requires study and competency in school instructional media programs, experience in evaluating and using instructional materials and equipment, including computers, and experience in creating graphic and audiovisual materials designed to meet specific learning objectives.
- The program requires experiences for students to systematically evaluate the impact of the forces of discrimination, especially sexism and racism, on language, instructional materials, learning activities, learning styles, tests and measurements, and school environments.
- The program requires study of the profession, including the roles and responsibilities of the teacher, principal, school superintendent, school board, professional associations, and learned societies.
- The program requires study in professional ethics and the development of strategies and skills needed for diagnosing ethical issues and making sound ethical decisions.
- The program requires experiences to develop knowledge, skills, competencies, and attitudes in the prospective teacher which will enhance pupil self-esteem and confidence and promote constructive interaction among people of differing economic, social, racial, sex, handicap, ethnic, age, and religious backgrounds.
- The program requires study of general principles of life long human growth and development and the relationship of teaching and learning theories to physical, social, intellectual, and emotional development.
- The program requires study of research about teacher characteristics and behaviors as they affect the learner.

- The program requires study of the communication processes and skills for use between the teacher and pupil and between the teacher and others.

- The program requires study of techniques for diagnosing the capabilities and learning styles of the learner and for designing and executing instructional programs for all pupils in the least restrictive environment.

- The program requires the study of methods and the development of competency in teaching reading in the prospective teacher's area(s) of specialization.

- The program requires study of skills and strategies to be used in classroom management of individual, small, and large groups under varying conditions.

- The responsibilities for curriculum development, evaluation, and revision of all professional education programs are coordinated through a single unit of the preparing institution. Each professional education program is the responsibility of a designated unit or individual.

- The curriculum is based on objectives that assure an integrated system of preparation in general education, professional education, and specialization. A conceptual framework for the planning, development, and evaluation of components of the program is evident.

- The professional component sequence of the professional education program is based upon the institution's identified role expectations and desired competencies for the preservice teacher. There is a documented framework for achieving those expectations and outcomes.

- The curriculum in professional education includes study and experiences related to culturally diverse, at-risk, and exceptional populations.

Other Special Requirements

- Each experimental/innovative program shall be based upon a statement of the purpose and objectives of professional education in this area of the public school curriculum and upon a well formulated statement of the nature of the public school program, that is needed to accomplish these objectives. These statements shall be prepared cooperatively, shall be based on analyses of current practices and trends in this field of the public school curriculum, and shall be available in writing.

- Each experimental/innovative program shall include a clearly formulated statement of the competencies needed by educators in this area of the public school curriculum. These competencies shall include the required attitudes, knowledges, understandings, and skills, and also the degree of expertise necessary for the beginning educator. This statement of competencies shall be available in writing and shall be based upon the previous statement regarding the objectives and program of the school.

- The administrative structure of the experimental/innovative program shall be such that responsibility for the program is vested in the preparing institution. Institutions which accept responsibility for the preparation of advanced professional educators shall establish and designate the appropriate division, school, college, or department within the institution to act within the framework of general institutional policies on all matters relating to such programs.

- A clear statement justifying the request for the approval of an experimental/innovative program shall be provided and shall include the assumptions, rationale, and objectives on which the proposed program is based.

- The experimental/innovative program shall include:

  - a description of the process by which the personnel will be prepared;

  - provision for keeping records of the students' progress in the program; and

  - arrangements for systematic review of the process at stated intervals by both institution and the state education agency.

- The experimental/innovative program shall be supported by identified human and physical resources. The continuing availability of the resources shall be assured for the duration of the program. Any resources not under the control of the institution shall be outlined and confirmed by the controlling agency.

- The experimental/innovative program shall include a timetable which sets forth the starting and terminal dates. This timetable shall include:

  - the sequence of activities that will occur;

  - the anticipated schedule of evaluative checkpoints; and

  - the identification of competencies or other changes at selected intervals in the program.

- The experimental/innovative program shall provide for continuing evaluation with definite provisions for performance criteria and for follow-up at specified intervals. The evaluation plan shall include definition and specification of the kinds of evidence that will be gathered and reported. Evaluation shall provide information to identify areas in the program that need strengthening and to suggest new directions for program development.

III. RELATIONSHIP TO WORLD OF PRACTICE

Clinical and Field Based Experience

- The curriculum in teacher education shall include supervised clinical experiences which are sequential and incremental and occur in a variety of settings, including the areas of specialization. Clinical experiences shall provide opportunities for analysis, application, and evaluation so that theories and practices in schools are related.

- Clinical experiences are systematically selected to provide opportunities for education students to observe, plan, and practice in a variety of settings appropriate to the professional role for which they are preparing. These experiences are accompanied by professional feedback to students to encourage the most effective practice.

- The program requires study of the application of current methods and techniques in a clinical setting in the particular field of specialization.

- The institution makes practicum and student teaching arrangements with school systems which include mutually agreed upon:

    - General purposes, activities, services, and compensation;

    - Roles and responsibilities;

    - Provisions for solving problems and the coordination of ongoing activities; and

    - Means for revision to meet changing needs and conditions.

- Student teaching is done under the active supervision of a voluntary, cooperating teacher certificated and qualified to teach in the area and directly engaged in teaching subject matter or conducting learning activities in the area of student teaching.

- Student teaching is conducted under close and competent supervision. The institution ensures that the system of supervision generates enough valid documentation and evidence that a decision regarding a candidate's success, or lack of success, can be made and defended.

- Curriculum designed for the development of initial competence in teaching or in an area of educational specialization shall include a program of supervised practical experience. These experiences shall be designed, both to develop competency and to serve as a basis for evaluating performance. Adequate time for both on-campus and off-campus experiences shall be provided.

Follow-up of Graduates

- The institution has a systematic and well defined plan for the follow-up evaluation of its graduates. The information gained from this evaluation plan is used in modifying the various professional education programs, as well as for improving the practices pertaining to admission, retention, and exit.

Relationship with Field

- No provisions stated.

IV. STUDENTS

Admission

- The institution shall follow policies and procedures which objectively and systematically ensure that quality professional education students are admitted, retained, graduated, and recommended for certification.

- The institution follows published policies and procedures for admitting students to a professional education program.

- Each prospective teacher education student is required to obtain a satisfactory rating on the prescribed Missouri State Board of Education examination prior to formal admission into the teacher preparation program.

- Selectived admission and retention procedures to maintain a quality of students in each program appropriate to its objectives.

Monitoring - Assessment/Competencies

- The institution conducts systematic surveys of its current students and graduates in professional education in order to gather data pertaining to the effectiveness of its advisement. This data becomes the basis for improving those services.

- Decisions regarding retention and the recommendation for certification of teacher education students are made on the basis of a continuous and well defined plan for the evaluation of progress during participation in coursework, interviews, student teaching, observations, oral examinations, tests, and other assessments as prescribed by the Missouri State Board of Education.

Advisory Services

- The institution shall provide an advisory system by which education students are provided academic and professional assistance and advised of all requirements to complete their professional program and gain certification.
- The institution has a well organized student advisement program which toninues throughout the preparation program and includes an effective placement service assisting graduates in finding positions.
- The institution provides students with written information describing its advisement services and the means of availing themselves of these services.
- The institution appoints a faculty advisor for each student admitted to a professional education program. The faculty advisor has a thorough understanding of the preparation program, as well as certification requirements for each devisee.
- An advisory system for advanced study programs which reflects attention to individual student potentialities, utilizes appropriate faculty resources, and ensures the use of current knowledge.

Completion of Program/Evaluation - Exit Criteria

- The institution recommends for certification only individuals with a 2.5 grade point average who have successfully completed, with a satisfactory rating, the prescribed Missouri State Board of Education examination and other required exit assessments.
- A single administrative unit within the institution is responsible for verifying that students have successfully completed the approved program.
- For each competency-based program, the institution shall develop and adopt an explicit statement of "program exit" competencies that relate to the entry level professional role.
- Student evaluation and degree requirements are consistent with program objectives and exceed general institutional requirements.

V. FACULTY

Qualification/Assignment

- Professional education faculty shall be competent in their fields with experience and advance preparation appropriate to their assignment. They shall have periodic contacts with public schools to assure currency and relevancy in their teaching and research.

Faculty members in subject matter fields, who may not be directly responsible for teaching in the professional sequence, shall be competent in their assignments.

- The institution provides evidence that its policies of recruitment, retention, and promotion of personnel are equitable and effective in attracting and retaining faculty members who are competent in their area of assigned responsibility.
- Faculty in professional education and the subject matter fields have academic preparation beyond the master's degree with specialization appropriate to each teaching and supervisory assignment.
- Faculty in graduate professional education and in innovative/experimental programs have earned the terminal degree.
- Part-time or adjunct faculty meet the requirements for appointment to the full-time faculty and are employed on a limited basis when they can make significant contributions to the programs.
- The workload of graduate assistants and part-time or adjunct faculty from outside the institution is limited. They are supervised by full-time faculty to ensure program integrity, quality, and continuity.

Faculty Load

- The teaching load of the professional education faculty is consistent with the established purposes and objectives of professional education. The faculty are provided adequate time and supporting resources to permit them to fulfill instructional and other responsibilities at a high level of performance.
- Clinical assignments and involvement with public schools are included in determining faculty load.
- Written and enforced policies shall define appropriate faculty teaching responsibilities, supervisory, and related faculty assignments to make possible effective teaching performance and to allow time for professional service, development, and scholarly inquiry.

Faculty Development

- The institution shall support and promote professional education faculty development and shall have a systematic, comprehensive, and written plan for such experiences.
- The institution provides evidence that faculty members are growing professionally through advanced study, scholarly inquiry, and

participation in activities closely related to their instructional assignment.

- The institution provides evidence of significant faculty development support that is at the level of other units in the institution.

- The institution provides evidence that faculty members are actively involved in local, state, national, and/or international professional associations in their area(s) of expertise and assignment.

Faculty Evaluation

- Evaluation of professional education faculty shall be based upon data designed to identify continuing effective competence in teaching, scholarly competence, and service.

- Faculty continuously demonstrate competence in teaching through various measures of teaching effectiveness, such as student evaluations and a performance based evaluation.

- Scholarly performance demonstrated by faculty may include, but not be limited to, service rendered to public schools, published research, program evaluation studies, grant seeking, descriptive correlational, or experimental study.

VI. GOVERNANCE

Relationship of Program to Institution

- Governing boards and administrators shall indicate commitment to the preparation of educational personnel, as related to the institution's mission and goals, by adopting and implementing policies and procedures supportive of programs for the preparation of professional educators.

Authority/Autonomy

- Responsibility for assuring the quality of advanced programs shall be centralized and vested in a single specifically designated administrative unit. Although aspects of this responsibility may be shared with appropriate units or committees, responsibility shall be unified, specific, widely understood, and accessible.

Structure and Administration

- The control of the institution resides in a board of trustees or an otherwise designated board. The governing board establishes institutional philosophies and policies which promote sound educational programs. All policy decisions are recorded in writing.

- Records of the board's deliberations reflect its awareness of and responsibility to professional education programs.

- A president, or an otherwise designated chief administrative officer, makes provision for the performance of administrative functions affecting professional education programs.

- Organization of the professional education unit is clearly defined within the structure of the institution and provides that preparation of educational personnel is vested in a single, designated administrative unit.

- Written information outlining policies, including the roles and responsibilities of the governing board, the administration, and the faculty, is provided.

Planning

- Professional education students shall have the opportunity to express their views regarding improvement of professional education programs. Clear lines of communication shall be provided for student participation in program development and evaluation.

- Appropriate processes are used to systematically gather student evaluations of professional education programs, both during the program and following graduation.

- Results of student evaluations are used in the development, modification, and staffing of professional education programs.

VII. RESOURCES

Personnel

- No provision stated.

Fiscal

- Financial resources for the accomplishment of program purposes shall be available, and current income shall enable an institution to carry on its proposed work. In determining the financial condition of an institution, emphasis shall be given to the resources available for professional education purposes and the manner in which those resources are allocated and expended.

- The institution operates on a budget prepared in accordance with sound financial and educational practice and issues an annual financial statement giving a clear and accurate picture of its financial status. The financial statement is audited by a qualified outside agency.

- The budget provides evidence that financial resources for the accomplishment of the institution's mission and goals are available.
- Financial reports clearly reveal the relative amounts, as compared with other programs, expended in professional education for instruction, administration, maintenance, equipment, supplies, library, student activities, and capital outlay.
- The financial records are kept in such a form that the economic status of the institution may be readily determined.
- Institutions which offer professional education programs through extended services such as summer sessions, evening and weekend programs, off-campus extension courses, or correspondence courses provide financial and personnel resources to ensure quality equal to that offered in the regular programs.

Facilities

- The institution shall provide physical facilities, instructional materials and supplies, and other resources essential for conducting professional education programs.
- Physical facilities meet the instructional, safety, health, and cultural needs of students and faculty and are accessible to the handicapped.
- The institution maintains for education students a curriculum materials laboratory and instructional technology center, either as a part of the library or as one or more separate units. It contains collections and instructional materials that are current and appropriate to the school systems, the programs offered, and the age grade levels of preparation. The center is directed by a professional well informed in the various instructional materials and media used at different grade levels.
- The institution provides space, equipment, and laboratories needed for each instructional program, such as agriculture, home economics, music, art, business education, and the sciences.
- Each advanced study and specialization program shall be supported by adequate resources of staff, equipment, special facilities, library and general institutional backing to provide maximum quality in each program.
- The administrative structure of the experimental/innovative program shall be such that responsibility for the program is vested in the preparing institution. Institutions which accept responsibility for the preparation of advanced professional educators shall establish and designate the appropriate division, school, college, or department within the institution to act within the framework of

general institutional policies on all matters relating to such programs.

Library, Equipment, Supplies

- The library, as the principle materials resource center of the institution, is utilized for instructional research and other services supporting the professional education program. Administrative procedures and equipment conform to accepted modern practices and professional standards, including methods of cataloging, arrangement of print and nonprint materials, availability of student and faculty stations, and accessibility of materials and facilities. The library is administered by a full-time professionally trained librarian.

- Basic Philosophy - Administration and faculty consider the library to be the intellectual center of the campus. This is shown by the following:

    - An active interest is shown by faculty members in building the collections and in promoting their use.

    - There is evidence of cooperation between faculty and librarians in book selection, use of materials, and library instruction and guidance.

    - There is an advisory faculty library committee representing the various departments.

- Objectives - The library has a statement of objectives in accord with the goals and purposes of the institution. This is shown by the following:

    - The development of objectives is the responsibility of the library staff in consultation with students, members of the teaching faculty, and administrative officer.

    - The statement of objectives is reviewed periodically and revised as needed.

- Staff - The library is adequately and professionally staffed and includes sufficient skilled supportive personnel and part-time assistants.

    - The head librarian is full-time and possesses a professional graduate degree in Library Science.

    - The status and salary of the professional librarians is equal to those of other faculty members, administrative personnel, or equivalent professionals.

  - Librarians serve on college committees.
  - There are sufficient supportive personnel and part-time assistants whose assignments are commensurate with their library training and experience.

- Budget - The budget is adequate to support sufficient staff and a growing collection.
  - The amount of the library budget is related to the total institutional budget and is at least five percent of the total educational and general expenditure.
  - The average annual expenditure for print and nonprint materials is at least ten dollars per student over a period of five years.
  - A portion of the book budget is allocated for recommended purchases in support of the professional education programs.

- Collections - The library holdings contain an accessible and relevant collection of multidimensional, aural, pictorial, and print materials.
  - The book collection gives effective support to the professional education program of the institution.
  - The book collection is growing, active, and up-to-date as indicated by the average number of additions per year in the last five years.
  - The basic reference collection is comprehensive and up-to-date.
  - The size of the collection (print, nonprint, and microform volume equivalents) takes into account the nature and extent of the academic program of the institution, its enrollment, and the size of its teaching faculty.
  - The collection is appropriately distributed among the subject areas.
  - The collection shows evidence of continuous withdrawal of obsolete materials.
  - The collection is appropriately organized and arranged for efficient retrieval at time of need.
  - The holdings are evaluated periodically by checks against standard scholarly bibliographies in all fields.
  - The card catalog or alternate system shows evidence of an

active program of revision and editing.

- The periodical collection shows broad coverage in all areas of the curriculum.
- The current subscription list is checked against the "Classified List of Periodicals for the College Library" for evaluation.

o Services - There is a program of services to students and faculty of the institution which leads to active use of the library. Services are evident from the following:

- There is an organized program of library orientation and instruction for all students.
- Circulation statistics for the past five years show evidence of active and growing use of the collection.
- Faculty members are informed of new materials and acquisitions.
- Bibliographies are compiled and reading lists are checked for faculty members.
- Staff members assist students in the introduction and guidance to library materials, interpretation of materials, and provide for actual delivery of information.
- The library is open a sufficient number of hours for efficient service and shall be consistent with reasonable demand, both during the normal study week and during weekends and vacation times.
- The library participates in local, regional, or statewide networks for resource sharing.

o Physical Facilities - The physical facilities of the library encourage and allow for wide use by users. This is evident from the following:

- The library is large enough to adequately seat users.
- Sufficient study space is provided in the library and other appropriate places on campus to accommodate student needs.
- The library is attractive, inviting, and comfortable.
- The library provides areas for independent study, group work, informal reading, and browsing.
- There are attractive displays.

  - There are classrooms or seminars for library instruction, special classes, and audiovisual uses.
  - The collections are readily accessible to users.

- Curriculum Materials, Laboratory and Instructional Technology Center - A center for instructional materials is available to professional education students and is maintained either as part of the library or as one or more separate units according to the following guidelines:

  - The center is directed by a professional who is well informed concerning the various instructional media and materials at different grade levels.
  - The holdings of the center include:

    (a) a wide variety of up-to-date books commonly used in elementary and secondary school;

    (b) various types of audiovisual aids;

    (c) various types of instruments used in evaluating learning; and

    (d) a wide variety of curriculum patterns, courses of study, and teaching units.

  - Sufficient space is available for the preparation of curriculum materials.

- Self Evaluation of Library - The library staff periodically evaluates the library's holdings, services, and facilities. A planned program is followed to consider ways of adapting and utilizing new library programs and/or media techniques that are necessary to meet the needs of the programs for which approval is sought.

- Library for Advanced Programs - Advanced professional education programs are adequately supported by resources and facilities available through the library.

ACCREDITING STATE: MONTANA

MAILING ADDRESS:

Special Education
Office of Public Instruction
State Cpaitol
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STANDARDS PUBLICATION: Montana Teacher Education Program Standards (June 30, 1984)

PROFILE: ACCREDITATION STANDARDS - MONTANA

I. ELIGIBILITY

General

- The board of public education shall appoint an advisory group, known as the certification review panel, to continuously review programs and implement the standards for state approval of teacher education programs leading to interstate reciprocity of teacher certification. Membership shall include professionals from all levels of education and other citizens concerned with teacher education.

- The board of public education shall adopt clear procedures for implementing the process of approving teacher education programs. The process leading to approval of teacher education programs shall be carried out by visiting teams appointed by the board of public education. These teams shall be broadly representative of the educational community.

- All teacher education programs shall be visited for approval every five years or upon request of an institution. Joint visitations and cooperation with other accrediting agencies will be encouraged.

- A review by the National Council for Accreditation of Teacher Education (NCATE) may be accepted in lieu of the state review.

- The office of public instruction shall issue lists of institutions whose programs have met the board of public education's standards for teacher education. These lists shall also include all programs accredited by regional and national accreditation agencies, with an identification of the accreditation agency. Each institution shall give this information to the office of public instruction no later than December 1 of each year. Lists shall indicate the programs approved and the initial and expiration dates of such approval. These lists shall be made available to institutions, school personnel offices, counselors, and others within the state upon request and as exchanges with education agencies in other states.

Relationship Between Accreditation and Certification

- Each institution shall develop its teacher education program within the certification policies of the board of public education.

II. CURRICULUM

Overall Institutional

- General education refers to studies known as basic skills, multicultural education and liberal arts. Liberal arts are those studies that embrace the broad areas of the humanities, mathematics, the biological and physical sciences, and the social and behavioral sciences.
- The elements of the institution's general education program shall:
  - Stimulate scholarship that promotes understanding of concepts not now extant and helps prepare people for rapid adjustment to change;
  - Foster individual fulfillment and nurture the development of free, rational, and responsible adults;
  - Cultivate appreciation for the values associated with life in a free society and with responsible citizenship;
  - Develop intellectually competent, imaginative, and vigorous leaders;
  - Contribute to and give direction for the use of professional knowledge;
  - Encourage discernment in the examination of the values inherent in the variety of American ethnic cultures and in foreign cultures to the end that a clearer understanding of other peoples will reduce local, national, and international tensions;
- General education shall be emphasized in the first two years of higher education, extended throughout the baccalaureate program, and continued in diminishing proportions into graduate study.
- A sequential general education program shall help the student attain an understanding and appreciation of:
  - Language skills as essential tools in communication;
  - World literature with emphasis on, but not limited to, the writings of English and American authors;
  - Aesthetic values in human experience expressed through the fine arts;

  - Social, geographic, political, and economic conditions and their impacts on current national and world problems;
  - Contemporary world culture;
  - America's pluralistic culture and heritage;
  - Growth and development of the United States as a nation and its place in world affairs; and
  - Principles of physical and mental health as they apply to the individual and to the community.

- The institution shall provide evidence that its faculty uses a variety of instructional procedures which contribute to the student's preparation for teaching. Class discussions, work in large and small groups, lectures, laboratory work, and the use of teacher aides, and variety of media are examples.

- A teacher preparation curriculum shall be planned for each area of specialization. The plan shall include:
  - General education designed to prepare students for purposeful and responsible living as individuals and citizens;
  - Appropriate content and experience in the specialization area that relate to and give background for teaching service in public schools; and
  - The sequence in basic professional education designed to prepare students for roles as public school teachers.

- The curriculum shall be designed to develop the students' unique interests and capabilities through a system of academic guidance and electives.

- All teaching areas shall include content and experiences that contribute to knowledge and behavior in the specific teaching areas as well as an understanding of the variety of developments made by different cultural groups within and outside the United States.

- Professional education refers to those studies which include the foundations of education and the methods and materials of teaching, with supervised laboratory experiences designed to provide competencies required in the education professions.
  - Each institution shall have a clear set of objectives for the professional education component of its teacher education program;

- The professional education component shall encourage individualization of the student's program while providing a range of studies and experiences that help the student develop:

  (a) Knowledge of the process of human growth, development, and learning, and the ability to apply this knowledge to the teaching of all students, including atypical children;

  (b) Knowledge of current research, methods, materials, standardized tests, curriculum development, procedures, and media and technology appropriate to teaching. Emphasis shall be in the student's field(s) of specialization;

  (c) Awareness of the impact of computers on society and the ability to incorporate the use of computers into the instructional process in the student's field(s) of specialization;

  (d) Ability to teach effectively, work ethically and constructively with pupils, and articulate the nature and purposes of the curricula to professional peers, teachers, administrators, parents, and other concerned persons and organizations;

  (e) Understanding of the foundations underlying the development and organization of education in the United States;

  (f) Understanding of all education aspects of the school, including its purposes, administrative organization, finance aspects, board functions, and operations;

  (g) Ability and willingness to analyze teaching so that teaching skills continually improve;

  (h) Ability to teach thinking, listening, speaking, reading, and writing skills appropriate to the student level and the content of the field(s) of specialization, including:

    - Knowledge and use of the diagnostic techniques used to teach reading and writing in the content areas;

    - Knowledge of criteria used to select instructional materials and the application of the instructional techniques used to teach reading and writing for the content areas;

    - Knowledge of and ability to integrate study skills instruction into the content areas; and

- Ability to provide opportunitites for the practical application of reading and writing in the content areas.

(i) Knowledge of the legal aspects of teaching in Montana school; professional ethics, conduct, rights and responsibilities; and the structure and financial basis of the Montana school system.

- The program shall provide experiences which will lead the preparing teacher to develop human qualities that enhance pupil learning. Those qualities include but are not restricted to:

  - Personal self esteem and confidence;

  - Open attitudes for evaluating practices which affect social groups;

  - Knowledge, humaneness, and sensitivity which reduce conflict and tension and promote constructive interactions among people of differing economic, social, racial, ethnic, and religious background; and

  - Respect for the worth of all students, their language and desires, and their individual uniqueness.

- The professional education component shall include a comprehensive program of carefully designed basic experiences in a variety of relevant settings. These experiences shall include a wide range of laboratory, clinical, and practicum experiences with school age youth.

Specialist Courses (Core Curriculum)

- All programs that prepare teachers in fields of specialization shall be designed to meet general standards identified by the institution's faculty.

- Each teaching area or field of specialization shall be built upon a statement of the purpose and objectives of teaching in an area of the public school curriculum. That statement shall:

  - Include a well formulated statement of the nature of the public school program needed to accomplish the purpose and objectives;

  - Be prepared by the faculty concerned with teacher education;

  - Be based on analyses of current practices and recommendations of the professional organizations representing that field of the public school curriculum; and

  - Be available in writing.

- Each teaching area or field of specialization shall be built on a statement of the skills that teachers need in that area of the public school curriculum. That statement shall:

  - Include the attitudes, knowledge, understandings, abilities, and degree of expertise required for a beginning teacher;

  - Be based upon the statement of purpose and objectives developed above; and

  - Be available in writing.

- The program of study for the teaching area or field of specialization shall:

  - Constitute minimum requirements for teaching in the field of specialization, with courses and content chosen for their relevance to the public school curriculum and in response to the careful study of individual needs, abilities, and objectives of the preparing teacher;

  - Be broadly conceived but include a thorough study of the teaching area's subject matter as it is included in the public school curriculum;

  - Take into account the sequential nature of the knowledge and skills needed to assure maximum continuity in the achievement of the program's objectives;

  - Provide preparing teachers with a comprehension of the aspects of study that they will meet in subsequent courses in their field of study;

  - Include work in fields related to the teaching area; and

  - Provide a schedule for adequately implementing the planned program of courses, including appropriate field and laboratory experiences.

- Each teaching area or field of specialization shall consist of a carefully planned program of courses and experiences. The program shall be designed to produce the skills the faculty identifies as necessary for successful teaching at the appropriate grade levels (elementary, secondary, or K-12).

- Admission to advanced programs shall be open to persons who already hold a regular teaching certificate in a teaching field. The emphasis, in both content and rigor, should be on advanced study in that field.

- Learning procedures shall be appropriate to the competence of the students and their growing knowledge in the area of specialization.

- The content of special area programs and/or professional education shall provide:

  - Breadth in the field;

  - The detailed study of one or more specialized aspects of the field; and

  - Access to new research and developments.

- All advanced programs shall include the following:

  - Publication of specific program objectives and outlines that show how those objectives can be achieved. When two or more related objectives are served within one broad program, the provisions for achieving each shall be made clear;

  - Provisions for maintaining quality and depth of scholarship appropriate to the program objectives;

  - A breadth of coverage that enables the preparing teacher to develop supporting and related skills and insights in addition to a major emphasis.

Exceptional Children K-12

- Common standards applicable to all areas of special education are followed by specific standards for areas of specialization. Programs children shall meet the common standards and have an emphasis in at least two of the special areas.

- Common standards: for the prospective teacher the program shall provide:

  - An understanding of the types of exceptionalities among children and youth and their educational relevance;

  - Experiences in individual and group classroom management procedures appropriate to exceptional children, such as:

    (a) Use of diagnostic procedures to identify the exceptional child's learning difficulties;

(b) Ability to develop and implement prescriptive programs based on diagnostic findings; and

(c) Knowledge of the techniques used in behavioral control.

- Social skills and attitudes that enable the prospective teacher to work effectively with other school personnel in coordinated programs for exceptional children;
- The ability to interpret the educational program to parents, teachers, administrators, and community groups;
- Opportunities to observe institutions and facilities concerned with the education, health, and welfare of all types of exceptional children;
- Early opportunities for supervised laboratory experiences with exceptional children as one means of determining the candidate's maturity for work with exceptional children;
- Encouragement of student affiliation with professional groups, and an awareness of the referral agencies available for aid to exceptional children;
- A specific understanding of federal and state rules and regulations related to educating exceptional children;
- Opportunities to work with groups of children and individuals within groups who have different educational needs; and
- Opportunities to work with children who have difficult handicapping conditions.

o Specialized Standards: The program shall require in-depth study and experience which develop competence in at least two of the following areas of concentration:

- Emotionally Disturbed - For the prospective teacher the program shall provide:

  (a) The theoretical bases of counseling and psychotherapy with in-depth studies in emotional and social problems;

  (b) Specific techniques for the diagnosis and remedy of learning Problems caused by maldevelopment of personality as manifested by a variety of symptoms and problems, such as adjustment reactions of childhood, conduct disorders, neuroses, character disorders, and psychoses;

(c) An awareness of the significant role of parents and the influence of the total environment of the pupil; and

(d) Knowledge of the results of research in the area of emotional disturbance and closely allied fields.

- Hearing Impaired: For the prospective teacher the program shall:

(a) Develop skills in managing pupils with speech and hearing disorders, including diagnosis and evaluation, therapeutic methods and materials;

(b) Provide study in audiometry and hearing rehabilitation, including studies in hearing problems and hearing tests;

(c) Develop skills in auditory training and speech reading, speech for the accoustically handicapped, sign language, and working with the deaf;

(d) Provide opportunities to observe procedures of diagnosis and case management by qualified clinicians;

(e) Develop therapeutic skills and judgments and provide opportunities to perform therapeutic services under supervision; and

(f) Provide study of the anatomy and physiology of the auditory system and knowledge of the symptoms and diagnosis of hard-of-hearing and deafness.

- Mentally Retarded - For the prospective teacher the program shall:

(a) Provide knowledge related to the needs of the mentally retarded, knowledge of programs and procedures for working with the mentally retarded, and professional laboratory experiences with mentally retarded children;

(b) Include studies and experiences which give the prospective teachers knowledge of the following:

  - Etiology of mental retardation;
  - Characteristics of the mentally retarded and classification and diagnosis of mental retardation;
  - Social control and adjustment of the mentally retarded;

  - Information about the educational processes of the mildly, moderately, and severely mentally retarded;
  - Interpretation of psychological tests;
  - Screening and selection of children for class placement;
  - Curriculum development, methods, materials, and special teaching techniques; and
  - Problems related to integration of mentally retarded students into general school organization.

(c) Provide knowledge of all levels of mental retardation and allow for emphasis in one or more of these levels.

- Orthopedically Impaired - For the prospective teacher the program shall provide:

(a) Knowledge of learning environments for children who are medically defined as physically handicapped, have other health problems, or have central system disorders that place them within a definition of chronic conditions;

(b) Understanding and knowledge of the special problems and processes of assessing the physically handicapped, with emphasis on the effects of the physical handicap on the learning processes and the diagnostic procedures to be used in the teaching role; and

(c) Experiences to develop skills in curriculum development and special methodologies relative to children who may be multiple handicapped.

- Visually Impaired - For the prospective teacher the program shall provide:

(a) Study of the anatomy and physiology of the eye and knowledge of the symptoms and diagnosis of partial vision and total loss of sight;

(b) Knowledge of local, state, and national facilities for serving the visually impaired and the blind and knowledge of the provisions available for the partially seeing child;

(c) Knowledge of common plans of organization and current facilities for serving partially seeing children, and the principles of preparation, selection, and effective use of appropriate instructional materials;

(d) Skills to solve the problems of adaptation of school environments to meet the needs of partially seeing children; and

(e) Skills in using teaching methods and testing programs and interpretations applied to the special needs and capabilities of partially seeing and blind children.

- Specific Learning Disabilities - For the prospective teacher the program shall:

(a) Provide knowledge of learning theory as well as educational psychology, orientation in psychological testing, and diagnosis and correction of learning disabilities;

(b) Require experience in the education of those with learning disabilities (such as dyslexia, perceptual handicaps, brain injury, minimal brain dysfunction, and developmental aphasia), remedial work in basic skills, reading, and in curriculum development for teaching students with learning disabilities;

(c) Provide for adequate understanding of group dynamics, interviewing, and counseling and for knowledge of community resources; and

(d) Provide professionally supervised experiences with pupils, teachers, and administrators that are properly planned and professionally supervised and of such duration to prepare the pre-teacher for work in this field.

III. RELATIONSHIP TO WORLD OF PRACTICE

Clinical and Field Based Experience

o Student teaching or other major practicums shall be designed both as growth experiences and as opportunities to evaluate a student's potential for teaching, including his or her commitment to teaching, skill in guiding learning in interpersonal relations, and growth as a professional in teaching.

o In the approval of teacher education programs, the following statements shall be used for evaluating student teaching programs; these statements are not all inclusive, but represent minimums. Teacher education institutions are encouraged to develop student teaching programs of a quality superior to that implied:

- Student teaching shall be permitted only after a professional review of the student's record indicates that competence in the professional education component, performance in previous professional experiences, and personal characteristics directly related to the student's ability to function in a classroom setting qualify that student for the responsibility of student teaching;

- Student teaching shall be a comprehensive experience with expanding responsibilities in the full range of teacher activities in a school situation;

- Student teaching shall provide intensive and continuous involvement. The length of student teaching shall depend upon the performance of the student teacher and shall continue until the program's objectives have been achieved or until the student has been screened from the program;

- The cooperating school or school system shall be chosen by the institution on the basis of the administrators' and staff members' commitment to the student teaching program;

- Cooperating teachers shall be selected jointly by school and institutional personnel. In addition to being certified and experienced in the area of assignment, the cooperating teachers shall have a good performance record, show continued professional growth, and have the temperament to work with student teachers assigned to them. The participation of a qualified cooperating teacher shall be determined by two professional criteria:

  (a) The level of support for pupil learning shall remain as high or higher than if the student teachers were not so assigned; and

  (b) The teacher can feel comfortable and confident in providing an effective, supportive learning climate.

- The institution shall ensure adequate supervision of student teachers, and this policy shall be in writing;

- The institution shall study and develop ways to effectively administer and supervise student teaching programs that best use the resources of the institutional supervisor, cooperating teacher, and student. All institutions shall study possible alternatives for administering and supervising student teaching, including the use of clinical professors;

- Institutions and schools shall make cooperative, detailed studies of roles and responsibilities and use them to determine the strengths and weaknesses of supervision and to continually upgrade the skills of all personnel involved. Institutional supervisors shall have equal status with other faculty.

- Student teaching through cooperative programs in selected schools shall have well planned curricula, the necessary teaching materials, professional staff, and provisions for supervision by the institutional faculty. The programs shall cover both academic subject and education areas and shall offer any special preparation needed by supervisors from the school and institution.

- Mutual agreements between schools and institutions shall include:

    - Descriptions of activities, services, and compensation;

    - Descriptions of roles and responsibilities;

    - Provisions for solving problems and for the ongoing coordination of activities; and

    - Means for revising arrangements as needs and conditions change.

- In addition to their specific instructional and supervisory functions, all institutions and schools that provide laboratory experiences for prospective teachers shall establish adequate channels and offices for efficient operation and communication. Each school and institution shall have an identifiable coordinator who coordinates all student teaching contacts, operations, and activities for his/her institution, both prior to and during the student teaching, internship, or apprenticeship.

- A program of supervised practical experience in curricula designed to develop initial competence in teaching or in an area of education specialization. This program shall develop skill in and serve as a basis for evaluating the preparing teacher's performance and recommending appropriate certification and/or a master's degree. Adequate time for both on- and off-campus experiences shall be provided to permit adaptation to individual student backgrounds and objectives.

Follow-up of Graduates

- The institution shall periodically survey its graduates in teacher education in order to gather data on the effectiveness of its student personnel services.

- The institution's graduate follow-up system shall take into account the adequacy of the teacher education curriculum in preparing competent teachers.

Relationship with Field

- The development of curricula for the various teacher education programs shall enlist the cooperation and participation of representatives of:
  - The public schools;
  - College and university teachers in fields related to the area of public school specialization;
  - The office of public instruction;
  - Professional associations;
  - Professional committees and commissions; and
  - Teacher education students.

IV. STUDENTS

Admission

- The institution shall provide orderly methods for obtaining and maintaining information about admission to teacher education.
  - Specific admission standards and procedures governing a student's acceptance into the regular teacher education program shall be published (including the time and, if possible, alternative times for admission). Specific admission requirements shall be included in the descriptions of experimental or special programs.

Monitoring - Assessment/Competencies

- The institution shall have a well developed plan for the evaluation of student performance in its teacher education program. Measures of academic ability, observation by faculty (in courses, laboratories, and field experiences), and other modes of appraisal shall be used to assess specific strengths and weaknesses of students, their retention status within the teacher education program, and their readiness to assume the professional role for which they are being prepared.
- Each teaching area or field of specialization shall have a system of evaluation procedures that determine the degree of the student's attainment of teaching skills. These evaluation procedures shall serve as the basis for recommending the teacher candidate for the appropriate certificate.

- The institution shall have well defined evaluation procedures to assess the quality of its graduates when they have completed their preservice programs and have applied for a recommendation to become certified. Students must show increased human sensitivity including multicultural awareness, specified levels of competence in teaching skills and related knowledge, competence in teaching reading skills in each specific content area, and other predetermined qualifications as a basis for an institutional recommendation for entry into the profession. Students shall be apprised of such evaluation procedures and qualifications.

Advisory Services

- The institution shall have a well organized, ongoing student counseling program with a placement service that effectively assists graduates in finding positions.

- The institution shall provide students with written descriptions of its student personnel services and how they can use these services.

- The institution shall provide for the appointment of a faculty advisor for each student admitted to teacher education. The faculty advisor shall have a thorough understanding of the preparation program to be followed by each advisee.

- The institution shall collect and maintain current data on teacher supply and demand, which shall be used by all faculty assigned to advise students.

- The institution shall have a system that maintains permanent cumulative records for each student enrolled. The student records shall be legible and intelligible transcripts that give information such as course titles, credits or the equivalent (waivers, substitutions, etc.) and degrees. The cumulative record shall also include a description of all professional laboratory experiences.

- The institution's operating controls shall guarantee the integrity of each program and shall include:

    - An advisory system for advanced study programs which:

        (a) Reflects attention to individual student potential;

        (b) Uses all instructional resources; and

        (c) Recognizes the rapid growth of knowledge;

        Selective admission and retention procedures to maintain a quality of students in each program;

- Student evaluation and degree requirements to support the admission and selective retention procedures as well as maintain harmony with program objectives that are beyond general institutional requirements;

- Program evaluation procedures to assure continued professional appraisal and improvement;

- Residence requirements academically appropriate to the applicable program objectives; and

- Internal provisions to give evidence of harmony between objectives and prerequisites, to the effect that they form a consistent and interrelated whole.

Completion of Program/Evaluation - Exit Criteria

o Programs designed for teachers who hold a regular teaching certificate and desire skills in a different teaching field shall:

  - Be designed to produce skills at least equivalent to those developed by programs that have met the standards for the teaching fields; and

  - When necessary, have laboratory experiences under the jurisdiction of the preparing institution.

o All advanced programs shall include evaluating and recommending graduate students (with reference to their special competencies in terms of specific program objectives) to the board of public education.

Multicultural Groups and Persons with Disabilities

o General education studies is defined as studies known as basic skills, multiculutral education and liberal arts. It shall encourage discernment in the examination of the values inherent in the variety of American ethnic cultures and in foreign cultures to the end that a clearer understanding of other peoples will reduce local, national, and international tensions.

V. FACULTY

Qualification/Assignment

o The institution shall provide evidence that faculty members in professional education, whether working in a school or in higher education, have had specific preparation for their roles in teacher education.

- Each teaching area or field of specialization shall be staffed by faculty members who are well qualified by graduate training and experience in the particular public school curriculum area. Staff also shall be sensitive to the needs of public school teachers.
- The institution shall provide evidence that its policies of personnel selection, retention, and promotion are effectively providing competent and professional faculty members.
- The institution shall have provisions for the use of part time or adjunct faculty as needed. Such part time faculty shall meet all of the institution's criteria on academic preparation, experience, and scholarly performance that apply to the appointment of full time faculty.

Faculty Load

- No provision stated.

Faculty Development

- The institution shall provide evidence that faculty members who teach courses in various disciplines are involved in program development and are well informed about how these disciplines are currently practiced in elementary and secondary schools.
- The institution shall provide evidence of faculty experience and participation in professional activities such as curriculum improvement, research, writing, and travel for educational purposes. The institution shall also provide evidence that faculty members are growing professionally through these experiences, as well as through participation in activities closely related to their instructional assignments.

Faculty Evaluation

- No provision stated.

VI. GOVERNANCE

Relationship of Program to Institution

- No provision stated.

Authority/Autonomy

- Seer "Structure and Administration" which follows.

Structure and Administration

- Out of state institutions offering teacher training programs in Montana shall meet criteria equivalent to those of Montana institutions as follows:
  - The control of the institution shall reside in a board of trustees or an otherwise designated board. The board's functions shall be to ensure that institution philosophies and policies will result in the best possible services to students and faculty and will ensure a sound educational program;
  - Under the direction of a president or an otherwise designated chief administrative officer, adequate provision shall be made for competent personnel to perform all administrative functions affecting teacher education;
    - (a) An organizational chart of the institution shall be available, and evidence shall support the suitability of the organization for teacher education, the competency of the personnel, and the manner in which functions are performed; and
    - (b) Written policies shall show salary procedures, rank, tenure, group insurance, sabbatical leave, sick leave, retirement allowances, funding of inservice faculty development, and professional service by the faculty on a state, regional or national basis.
- A single, designated administrative unit shall be responsible for assuring the quality of post baccalaureate programs in education. This unit shall:
  - Share aspects of this responsibility with appropriate units or committees;
  - See that the responsibility is unified, specific, widely understood, and generally accessible;
  - Make clear provisions for communication, cooperation, and coordination among institutions operating several programs;
  - Provide information about program objectives, unique and cooperative provisions, and the means of program evaluation; and
  - Make information on program evaluation accessible.
- Those institutions offering both undergraduate and graduate programs shall be consistent in the programs' philosophy, principles, and objectives.

- The institutions shall be responsible for designing programs within the meaning and scope of teacher education objectives and within the guidelines of its governing board.

- The board of public education is responsible for stimulating the development of program objectives and for evolving and carrying out appropriate procedures for teacher certification.

- The institutions which offer extended services, such as summer sessions, evening and weekend programs, off-campus extension or correspondence classes, or survey and consultant services, shall have the resources needed to conduct such services. The administrative and operational provisions established to assure the quality of such special services shall be available and shall indicate the extent to which these special services complement and/or relate to the regular program.

- A designated administrative unit at the preparing institution shall coordinate responsibilities for ongoing curriculum development, evaluation, and revision, and for student advisement and program guidance. This unit shall recommend students to the office of public instruction for certification approval.

- Definitions and requirements that affect working relationships between elementary and secondary schools and institutions shall be explicit, clear, and well publicized. Officials of both entities shall be certain that all programs are operated within all existing regulations.

- The institution shall provide evidence that students have been involved in program development and evaluation and that joint student-faculty committees have been active in these matters.

Planning

- The institution shall demonstrate its commitment to the improvement of instruction by developing and following a plan for the use of educational media and technology.

- The institution shall collect and use information about the degree to which it has attained its goals in preparing professional school personnel.

VII. RESOURCES

Personnel

- Each teaching area or field of specialization shall be staffeed by faculty members who are well qualified by graduate training and experience in the part icular public school curriculum area. Staff also shall be sensitive to the needs of public school teachers.

Fiscal

- Financial resources for the accomplishment of announced purposes must be available, and current income for both public and private institutions must enable an institution to carry on its proposed work. In determining the financial condition of an institution, emphasis shall be given to the income available for teacher education purposes and the manner in which that income is expended.
- The institution shall operate on a budget prepared in accordance with sound financial and educational practices. It shall issue an annual financial statement that gives a clear and accurate picture of its financial status. The financial statement shall be audited by a qualified outside agency.
- The institution shall provide financial reports that clearly reveal the relative expenditures for instruction, administration, maintenance, equipment, supplies, library, student activities, capital outlay, and debt service for the teacher education program as compared to other programs of the institution.
- The financial records shall be kept in a form that allows the easy determination of the institution's economic status.

Facilities

- An institution shall have a physical plant designed to serve its defined purposes for teacher education. The physical facilities shall also provide for the safety, health, cultural, social, and recreational needs of students and faculty.
- The institution shall provide laboratories and laboratory supplies and equipment needed for instructional purposes for each teacher education program offered, such as shops and shop equipment; resource materials for multicultural education; specialized equipment for the biological, earth, and physical sciences; specialized equipment for psychological, sociological, and child development sciences; specialized furniture, equipment, and supplies for music and art; gymnasiums and outdoor areas for physical education; equipment for business education; facilities, equipment, and supplies for home economics; and demonstration laboratories and classrooms for agriculture. Space and equipment shall be available for conducting and recording experiences such as micro-teaching, role-playing, and other simulated activities.
- The institution shall make teaching-learning materials and equipment available to students and faculty. It shall give technical instruction in the use of the equipment, in the production and uses of teaching-learning materials, and in the classification and preservation of such materials.

- Each teaching area or field of specialization shall be supported by plant, facilities, equipment, library, and media resources.

- Program support from adequate staff, equipment, special facilities, including library, and any other general institutional support that maximizes the quality of each program.

Library, Equipment, Supplies

- As the institution's principle materials resource, the library shall be used for instructional research and other services that support the teacher education program, including books and other materials of a multicultural nature. Administrative procedures and equipment shall conform to accepted modern practices, including cataloguing methods, arrangement of print and nonprint materials, availability of student and faculty stations, and accessibility of materials and facilities. The library shall be administered by a professional librarian.

- The institution shall maintain an instructional materials laboratory or center either as a part of its library or as one or more separate units. It shall be open to students and directed by a faculty member well informed about the various instructional materials and media used at different grade levels. This laboratory shall include a wide array of books commonly used in elementary and secondary schools; teaching aids such as maps, charts, pictures, filmstrips, films, video and audio recordings, computers and computer software; various patterns, courses of study, and teaching units; and shall include books, teaching aids, materials, and teaching units of a multicultural nature. There shall be workshop facilities for preparing new curriculum materials, with access to electronic, photographic, and other equipment.

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STANDARDS PUBLICATION:

Rule 20 - Approval of Teacher Education Programs (1989)

Nebraska Teacher Certification Applicant Support Manual (1989)

I. ELIGIBILITY

General

- Any Nebraska institution of higher education may apply for approval of its teacher, administrator, or special services counseling education programs and approval of its endorsement programs by submitting an application for program approval signed by the chief academic officer of the institution on behalf of the governing board of the institution. The application for approval must be received by the Commissioner of Education on or before January 31 of the year in which the institution of higher education expects to receive approval.
  - The Commissioner, after receiving the request for program approval, shall appoint a team to visit the campus of the institution and report on the institution's ability to comply with the provisions of this chapter.
  - Following a review of the report, the Commissioner shall make a recommendation to the Board regarding the application.
  - Following a review of the Commissioner's recommendation, and after giving the institution an opportunity for a hearing, the Board shall either approve the program or deny the application.
  - Each institution seeking continuing approval of programs which have been previously approved shall submit an application to the Department by June 1 of each year, on forms provided by the Department. Continuing approval will be conditioned upon the institution's compliance with the requirements of this chapter.
  - Approval is granted annually from September 1 to August 31.
- All institutions must meet the following basic requirements for program approval:
  - Basic Skills Test. Each institution must annually administer a basic skills test approved by the Board and report to the Department by March 1 of each year the date(s) on which the test will be administered for the following academic year.
  - Each institution shall make the basic skills test available to any person who is registered for the test without regard to the person's status as a student in the institution, unless restrictions are placed by the test owner.

  - Each institution shall prepare a written notice, which states: date, time, location, the name of test, and shall be administered to any person who shall have registered for the test.

  - The taking of this test and achieving at least minimum scores established by the Nebraska State Board of Education is required of all applicants seeking their first Nebraska teaching or administrative certificate; these requirements must be completed before any student will be permitted to enroll in the teacher education or administrator education program of the institution.

- o No student my be permitted to enroll in an approved teacher education or administrator education program until he/she has achieved a satisfactory score on the examination.

  - Each institution shall explain to all students who seek enrollment in that institution's teacher or administrator program the examination requirements and the results of failing to achieve a satisfactory score. Evidence of compliance with this section shall be a statement signed by each student and maintained in a file designated for that purpose or in the student's cumulative file.

- o Standard institutions shall be approved for offering a specific endorsement preparation program if they offer sufficient courses and student teaching opportunities to enable students within a four-year period to complete the endorsement requirements. Certification officers shall be required, as a condition of institutional approval, to certify for the Department the completion of endorsement requirements as part of endorsement application.

- o Each institution shall have a written policy stating its philosophy and objectives and which delineates its goals and commitment to the education of teachers. It shall also have written statements describing its commitment to multicultural education, human relations, and successful living in a pluralistic society.

Relationship Between Accreditation and Certification

- o Each institution shall have one permanent faculty member designated by the chief academic officer to be the certification officer who will receive correspondence from the Department of Education regarding approval of teacher education programs and to provide certified records, transcripts, reports, and/or recommendations to the Department, as requested, for the purpose of certification and/or endorsement.

II. CURRICULUM

Overall Institutional

- Each institution shall require all candidates for education degrees to have a minimum of 40 semester hours of credit in social science, natural science, humanities, performing arts, and physical and mental health. General education requirements must constitute from one-fourth to one-half of the credit hours required for a degree. Such courses shall be basically informational and not pedagogical. The course emphasis shall be upon generalization rather than upon specialization, and the course material or other learning experience shall extend the concept of a general or liberal education rather than meet a professional educational requirement.

Specialist Courses (Core Curriculum)

- Any person except special education majors who seeks his or her first Nebraska teaching certificate or first Nebraska administrative certificate after September 1, 1992 will be required, as part of the requirements for the issuance of the certificate, to submit a voucher which demonstrates that he or she has successfully completed three hours of credit in an approved teacher training college in the field of special education. **ALL of the following skills must be included in the training:**

    - Knowledge of the exceptional education needs of the handicapping classifications and conditions caused by sensory, physical or intellectual impairment, inappropriate behavior, learning disabilities and/or speech/language impairment;

    - Knowledge of the major characteristics of each classification or condition in order to recognize its existence in children;

    - Knowledge of various alternatives for providing the least restrictive environment for handicapped children;

    - Knowledge of prereferral alternatives, referral systems, multidisciplinary team responsibilities, the individualized educational plan process, and the placement process.

- Pre-Student Teaching Requirements. Each institution shall require all candidates for education degrees to complete at least one-sixth of their total degree credit hour requirements in courses covering the foundation of education, methods and materials of teaching, and supervised field, laboratory and classroom experiences beginning with observations and progressing to supervised experiences with elementary or secondary students. Such laboratory experiences shall consist of at least 100 clock hours of contact with elementary or secondary students. Such course work shall include study of:

- The social historical, and philosophical foundations of education, and of the administrative organization and operation of education in the United States.
- The processes of human growth and development and the conditions conductive to the development of normal and exceptional children.
- How learning takes place for normal and exceptional children and how it can be guided through interpretations of modern psychology and the findings of educational research;
- Skills, attitudes, and understandings essential to the building of functional curricula by drawing upon several approaches to teaching.
- Abilities in the use of alternative teaching techniques and materials for normal and exceptional children in the field of specialization.
- The latest communication technologies including, but not limited to, instructional television, instructional computing, film, videodisc and other telecommunications technologies, and in the appropriate uses of such technologies in the instructional processes.
- All aspects of teacher certification including requirements, the process for gaining certification, the teacher's responsibility for his/her own certification, and state and national trends in certification.
- Proper conduct for a teacher and the potential professional discipline for improper conduct.
- Multicultural relationships and the cultural heritage of various ethnic and minority groups.
- How to communicate with parents, community, and support agencies, for the benefit of all children.
- Selected legal aspects of education including the legal basis, governance in education, governance of the teaching profession, and teacher and student rights and responsibilities.
- Human and interpersonal relationships.
- The management of student data for the direction of the learning program and preserving confidentiality in sensitive information.

  - Current issues which impact education.

  - Tests and student measurement techniques.

- The institution shall require all teacher education candidates to participate in activities which will enable them to develop competencies in teaching the reading and writing skills necessary for the areas for which they are planning to seek endorsement.

Other Special Requirements

- Human relations skills training is required by Nebraska statute for any person seeking certification in Nebraska. The requirement becomes effective on January 1, 1990 for all person except those who already hold Nebraska certificate.

- Persons who already hold Nebraska certificates are required to meet the human relations requirement. The requirement for these person becomes effective on January 1, 1993. Any person seeking certification on or after that date, even those who are simply renewing an existing Nebraska certificate, will be required to meet the human relations training requirement before they may receive a certificate.

- Human relations skills training can only be gained at a teacher training college. It is entirely possible, however, that off-campus courses to meet this requirement will be offered in your community or nearby if enough people express an interest in taking the course. Contact any Nebraska teacher training college for information about courses which may be available to help meet this requirement.

- Course-work in colleges in other states can be used also. Most teacher training colleges in Iowa, Minnesota and Wisconsin have recent experience with and an exact knowledge of the human relations certification requirement. No specific number of college credit hours is required.

- If you are planning to take course-work in non-Nebraska colleges, be sure that Nebraska's training requirements will be met by the course(s) which you take.

- The human relations skills training requirements which must be met are:

  - An awareness and understanding of the values, lifestyles, contributions, and history of a pluralistic society;

  - The ability to recognize and deal with dehumanizing biases, including, but not limited to, sexism, racism, prejudice, and discrimination, and an awareness of the impact such biases have on interpersonal relations;

  - The ability to translate knowledge of human relations into attitudes, skills, and techniques which result in favorable experiences for students;

  - Respect for human dignity and individual rights; and

  - The ability to relate effectively to other individuals and to groups in a pluralistic society other than the teacher's own.

- Any person who applies for his or her first Nebraska teaching or first Nebraska administrative certificate must first demonstrate basic skills competency as determined by the State Board of Education. The Nebraska State Board of Education has chosen the Pre Professional Skills Test (PPST) to serve as the basic skills test. The PPST, published and owned by the Educational Testing Service, is designed to measure a person's proficiency in reading, mathematics and writing. Competency is determined by the person's ability to achieve the following scores on the PPST:

  Reading: 170 Mathematics: 171 Writing: 172

- Persons may register for the test at any of the locations shown in the Bulletin of Information, published by ETS and distributed by the Nebraska Department of Education, among others. The test does not need to be taken in Nebraska. Persons may also register to take the test at any Nebraska teacher training college, where tests are given on a schedule shown in this manual.

III. RELATIONSHIP TO WORLD OF PRACTICES

Clinical and Field Based Experience

- Each institution shall have a student teaching program which meets the following requirements:

  - The institution shall have a clear statement of policies and procedures relating to student teaching which shall be provided in written form to all persons involved in the student teaching program.

  - All student teaching shall be conducted in Nebraska schools that are approved or accredited or out-of-state schools approved by another state education agency. The institution shall:

    a. Prepare a written document defining the responsibilities of the institution and of the cooperating school and cooperating teachers regarding the student teaching program, and obtain written agreement from the cooperating school.

b. Communicate the details of the student teaching program to the cooperating school personnel through meetings and in writing.

c. Plan and provide at least annually in-service conferences and/or seminars between cooperating teachers and college personnel.

- The institution shall adopt policies and procedures for the placement of student teachers which shall include the following:

  a. A complete review of the student's record shall take place before a student is permitted to engage in student teaching. The review shall include scholarship, performance in an area of specialization, competence in the professional sequence, performance in previous professional experiences, and personal characteristics of the candidate.

- The institution shall require the prospective student teacher to affirm under oath that he or she is not a convicted felon. A convicted felon shall not be allowed to student teach, without approval by the Board.

- The student shall be placed with a qualified and consenting cooperating teacher, who shall hold at least an initial, standard, or professional Nebraska teaching certificate or comparable and equivalent certificate, be endorsed and currently teaching in the area of the student teacher's teaching major, and have at least three years of teaching experience within the immediate past five years.

- No cooperating teacher shall be assigned more than one student teacher at any one time, except in on-campus laboratory schools.

- A student shall do his/her student teaching in the teaching area of endorsement and at the grade levels for which he/she is seeking endorsement.

- The institution shall supply the cooperating teacher with personal and educational data on the candidate prior to arrival at the school, and plan conferences between the candidate, the cooperating teacher, and the school administration.

- The student teacher may not be salaried for student teaching unless he/she shall hold or have previously held an initial, standard, or professional teaching certificate.

- The institution shall require the following minimum clock hour student teaching experiences prior to graduation with a degree in education for students who have not already completed the student teaching requirement for a specific endorsement, based upon the type of endorsement they elect to pursue:

  a. Field endorsements 320 hours K-6; 320 hours 7-12; 400 hours K-12; (200 hours K-6; 200 hours 7-12).

  b. Subject endorsements: 200 hours K-6; 200 hours 7-12; 240 hours K-12; (120 hours K-6; 120 hours 7-12).

  c. Middle grades with elementary or any secondary field: 520 hours K-9 or 4-12.

  d. Elementary with any special education: 520 hours K-6 or K-9.

  e. Middle grades: 400 hours 4-9.

  f. Secondary field and secondary subject: 400 hours 7-12.

  g. Two or more secondary subjects: 400 hours 7-12.

- The institution shall provide coordinated supervision of the student-teaching activities by college faculty who hold Nebraska teaching or administrative certificates. The supervisors shall:

  a. Conduct a minimum of three supervisory visits and be on call by either the student or the cooperating teacher for special visits.

  b. Counsel with the cooperating teacher, the student, and other school personnel as needed.

  c. Document each visit on forms provided by the institution.

- The final evaluation of a student shall be done cooperatively. The evaluation process shall include:

  a. Feedback and evaluation from the cooperating teacher through reports and forms supplied by the institution and through professional information and suggestions concerning the student's performance.

  b. Consultation with the cooperating teacher and other appropriate school personnel.

c. Observation by the supervisory college faculty and review of the supervisor's visit reports.

d. Self-evaluation by the student.

Follow-up of Graduates

o The institution shall maintain a continuing program of curriculum evaluation through a systematic follow-up of graduates and shall prepare a formal report of such activities, findings, and responses every five years and provide a copy to the Department.

Relationship with Field

o Cooperative arrangements as described above.

IV. STUDENTS

Admission

o Each institution shall adopt clearly defined policies and related practices concerning admission and retention in the teacher education programs. These policies shall include the following elements:

- A statement of admission and retention policies.
- The academic, social, personality, health, and professional-suitability factors required of students.
- Entrance periods for regular teacher education students.
- The periodic evaluation of students as they progress through the program.
- The provisions for probationary admission and retention.
- The provisions for removal from the program.
- The conditions for reentrance following removal from the program.
- A description of any exceptions to the admissions and retentions policies.

Monitoring - Assessments/Competencies

o Periodic evaluation of students as they progress through the program. Also see "Advisory Services" which follows.

Advisory Services

- The institution shall have written policies describing the responsibility and procedures for advising teacher education students, which shall be followed and which shall assure:
    - That students are assigned to advisors who are coordinated by the unit responsible for the approved program.
    - That current data on teacher supply and demand are provided to the students.
    - That there is an advising system responsible for both academic and professional advising and that a written explanation of the advising system is provided to each student.
    - That current student records are available to advisors and used by advisors in counseling and advising teacher education students.
- Provide career development and placement services to teacher candidates.

Completion of Program/Evaluation - Exit Criteria

- Each institution shall establish a basic teacher education program graduation requirement of a minimum of 128 credit hours and must offer sufficient courses to enable students to complete such a program within four years.
- As a condition for graduation with a bachelor's degree in education, the institution shall require students to complete the requirements of one field or two subject endorsements.

Multicultural Groups and Persons with Disabilities

- Human relations skills training is required by Nebraska statute for any person seeking certification in Nebraska. The requirement becomes effective on January 1, 1990 for all person except those who already hold Nebraska certificates.
- Persons who already hold Nebraska certificates are required to meet the human relations requirement. The requirement for these persons becomes effective on January 1, 1993. Any person seeking certification on or after that date, even those who are simply renewing an existing Nebraska certificate, will be required to meet the human relations training requirement before they may receive a certificate.

- The human relations skills training requirements which must be met are:
  - An awareness and understanding of the values, lifestyles, contributions, and history of a pluralistic society;
  - The ability to recognize and deal with dehumanizing biases, including, but not limited to, sexism, racism, prejudice, and discrimination, and an awareness of the impact such biases have on interpersonal relations;
  - The ability to translate knowledge of human relations into attitudes, skills, and techniques which result in favorable experiences for students;
  - The ability to recognize the ways in which dehumanizing biases may be reflected in instructional materials;
  - Respect for human dignity and individual rights; and
  - The ability to relate effectively to other individuals and to groups in a pluralistic society other than the teacher's own.

V. FACULTY

Qualification/Assignment

- The institution shall meet the following undergraduate faculty requirements:
  - All teacher education faculty including adjunct and graduate student faculty shall hold the master's degree.
  - No less than one-third of the teacher education faculty shall hold the doctor's degree or a terminal degree.
  - All faculty who teach professional courses in education shall have taught for at least two consecutive years in state approved or accredited elementary and/or secondary school.
  - At least seventy percent, based on full-time equivalency, of the teacher education faculty must be regular (non-adjunct) college faculty.
  - Each endorsement area in which instruction is offered by the institution, with the exception of foreign languages and

theology/religion, shall be staffed by a minimum faculty of two faculty, with full-time equivalence of at least one and one-half persons. Faculty qualifications shall include a major at the master's degree level or 12 semester hours at the graduate level as part of a doctorate program in the particular endorsement subject, subject field, or area of specialization to which they are assigned.

- The graduate faculty in programs which grant no degree or certificate above the master's level shall be qualified as follows:
  - The faculty, including adjunct faculty, and teaching graduate students shall hold an advanced degree, and at least half of the faculty shall hold the doctorate.
  - The preparation, research, and experience of each faculty member shall be in the field in which he or she teaches courses.
- The graduate faculty, including adjunct faulty, teaching graduate fellows, or visiting faculty in programs which grant the sixth-year specialist's certificate or doctorate degree shall hold the doctorate.

Faculty Load

- Individual faculty scheduled teaching assignments shall not exceed 15 credit hours per semester. For purposes of this regulation, student teaching supervision shall equate to one-half credit hour for each student teacher supervised.

Faculty Development

- No faculty member teaching graduate level classes shall have a teaching load in excess of 12 credit hours per semester of scheduled contact with students.

Faculty Evaluation

- No provision stated.

VI. GOVERNANCE

Relationship of Program to Institution

- No provision stated.

Authority/Autonomy

- No provision stated.

Structure and Administration

- No provision stated.

Planning

- No provision stated.

VII. RESOURCES

Personnel

- No provision stated.

Fiscal

- No provision stated.

Facilities

- No provision stated.

Library, Equipment, Supplies

- Each institution shall have a basic minimum library collection of 85,000 volumes. For each undergraduate major or minor field, it shall maintain 350 volumes dealing with that academic area.

- The institution shall employ for each 500 full-time equivalent students up to 10,000, a minimum of one librarian, and for each 1,000 full-time equivalent students above 10,000 a minimum of one librarian. All librarians shall have graduate degrees in library science.

- The seating requirement for the library of an institution where less than fifty percent of the FTE enrollment resides on campus shall be one for each five students. The requirements for a library where more than fifty percent reside on campus shall be one for each four FTE students. Each student seating area shall occupy at least 25 square feet of floor space per student.

- The space allocated for the collection shall be:

	Square Feet/Volume
For the first 150,000 volumes	0.10
For the next 150,000 volumes	0.09
For the next 300,000 volumes	0.08
For holdings above 600,000 volumes	0.07

- Space for staff offices, service and work areas, catalogs, files, and equipment, shall be approximately one-eighth of the sum of the space needed for books and users as calculated in above formulas.
- The library director shall report to the president or the chief academic officer of the institution and the library's expenditure shall be five percent of the total institutional budget for educational and general purposes.

NAME OF ACCREDITING STATE: NEW HAMPSHIRE

MAILING ADDRESS:

Special Education Bureau
New Hampshire Department of Education
101 Pleasant Street
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State Director

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STANDARDS PUBLICATION: Standards and Procedures for Approving Professional Preparation Programs in New Hampshire (May 1980)

PROFILE: ACCREDITATION STANDARDS - NEW HAMPSHIRE

I. ELIGIBILITY

- The State Board of Education is responsible for certifying educational personnel. The Certification Standards for Educational Personnel in New Hampshire, approved by the Board in 1974, state that "the primary means for gaining certification in New Hampshire is through New Hampshire State Board of Education approved programs of professional preparation in education." Therefore, the State Board has adopted the following policies, procedures, and standards for approving professional preparation programs offered by public and private colleges, universities, and other appropriate educational agencies within the state. Such standards are also necessary for New Hampshire to participate in the Interstate Certification Compact, a reciprocal agreement with several states and territories of the United States.

- The Director, Office of Teacher Education and Professional Standards shall assume leadership for consultation and liaison between the colleges and universities, the Professional Standards Board, the Council for Teacher Education, and the State Department of Education.

- A college, university, or other appropriate educational agency shall request approval from the State Board for those programs through which it intends to train educational personnel for certification in New Hampshire. A well-qualified visiting team will be appointed by the Council for Teacher Education (CTE). It will examine these programs and submit its report to the Council which will review it and make approval recommendations to the State Board of Education.

- The institution of higher education shall indicate ways in which the institution is meeting these goals:

  - "The New Hampshire Department of Education will insure that all funds which it distributes to local educational agencies, institutions of higher education and other educational organizations will be used in a nondiscriminatory and equitable manner. However, it is expected that special remedial action will be taken for groups that have been subject to discriminatory policies or actions. This requirement will be included in school approval standards. All education programs, services and activities will be available to qualified male, female and minority persons on an equitable basis. All administrative personnel practices will reflect a nondiscriminatory policy towards employees in the education agencies or the local educational agencies with assistance from the Department. The New Hampshire Department of Education will insure that there are no sex-segregated classes or programs under its jurisdiction except as noted under Title IX.

- The New Hampshire Department of Education will support the elimination of sex role stereotyping in the curriculum of the local educational agency.

- The New Hampshire Department of Education will require all approved programs in teacher education to provide equal opportunity for women and members of other underutilized groups to enter administration.

- The New Hampshire Department of Education will insure that athletic programs in local educational agencies are carried out in a nondiscriminatory and equitable manner as noted under Title IX.

- The New Hampshire Department of Education will insure that guidance programs and activities in local educational agencies work toward eliminating sex role stereotyping or bias. Particular attention will be given to activities and practices that contribute to more realistic career planning, curriculum selection and postsecondary educational planning."

II. CURRICULUM

Overall Institutional

- Those institutions offering both graduate and undergraduate programs should maintain consistency in the philosophy, principles, and objectives upon which all education programs are based.

- All professional preparation programs beyond the baccalaureate level shall include the following common areas:

    - Program objectives shall be stated specifically, and an outline of each program shall be prepared;

    - Both specialization and advanced study require achievement beyond that in undergraduate education. Planning shall make clear the provisions for assuring appropriate scholarship;

    - Programs shall provide sufficient breadth to enable the student to develop supporting and related competencies and insights in addition to a major emphasis; and

    - Curricula for the preparation of educators should be designed to achieve these outcomes and should reflect the judgments of faculty, students, graduates, utilizing agencies, and other members of the profession.

- A clear statement of these goals and objectives should be included in course catalogues.

- o The process of curriculum development for the various education programs shall make provision for enlisting the cooperation and participation of representatives of:
  - The public schools;
  - College teachers in fields related to subjects taught in the schools;
  - The New Hampshire State Department of Education;
  - Professional associations;
  - Appropriate committees and commissions; and
  - Teacher education students.

- o Each institution shall provide a sequential program of general studies which will enable the college student to:
  - Use language skills as essential tools in communication;
  - Appreciate world literature with emphasis on, but not limited to, the writings of English and American authors;
  - Appreciate the aesthetic values expressed throughout the fine arts;
  - Understand and use the scientific and mathematical concepts upon which contemporary civilization depends;
  - Understand and appreciate contemporary world cultures and the ways in which they relate to each other;
  - Understand social, geographic, political, economic, and educational conditions and their impact on current problems in the nation and the world;
  - Understand and appreciate the growth and development of the United States as a nation and its role in world affairs;
  - Understand the principles of physical and mental health as they apply to the individual and community; and
  - Appreciate American culture and heritage in all its diversity.

- General Education is comprised of the liberal arts, which includes the broad areas of the humanities, mathematics, the biological and physical sciences, and the social and behavioral sciences.
- General Education shall be emphasized in the first two college years, extended throughout the baccalaureate program, and continued in diminishing proportions into graduate study.
- The General Education program shall:
  - Foster individual fulfillment and nurture free, rational, and responsible adults;
  - Cultivate appreciation for the values associated with life in a democratic society and for the responsibilities which accompany citizenship;
  - Develop leaders who are intellectually competent, imaginative, compassionate, and vigorous;
  - Develop attitudes that will enable individuals to consider future discoveries with an open mind and help prepare them for essential adjustment to rapid change; and
  - Encourage the understanding and appreciation of divergent cultures to the end that a clearer understanding of other people will reduce world tensions.

Specialist Courses (Core Curriculum)

- Each teaching major or field of specialization shall be built on a written statement of the competencies needed by teachers in this area. These competencies shall include the attitudes, knowledge, understandings, and skills that are necessary to enter the teaching profession. These statements shall be based upon the goals and objectives for professional preparation programs.
- Each prospective teacher shall be enrolled in a program which leads to a degree in a major field of specialization. This program shall:
  - Include a thorough college level background in the subject matter to be taught (For subject specialists, this should be equivalent to an undergraduate major.);
  - Be logically organized to take into account the sequential nature of the knowledge and/or skills to be acquired, thereby providing prospective teachers with a conceptual framework on which to base their own teaching; and
  - Develop knowledge and skills in the teaching of reading in the major area of concentration.

- The faculty shall model a variety of instructional techniques such as class discussions, lectures, small group work, individualized instruction, laboratory work, use of instructional aids, and use of media. They shall also employ methods such as role playing, gaming, simulations, case studies, and use of programmed-learning packages. Instruction shall be evaluated systematically using data collected both from students currently enrolled and graduates who are members of the education profession.

- Each curriculum for the preparation of educators shall be well planned and should include:

  - General education designed to prepare the student for purposeful and responsible citizenship;

  - Appropriate content and experiences in the particular field of specialization; and

  - A sequence of studies and experiences in professional education specifically designed to prepare each educator for his/her role in the schools.

  The curriculum also should be flexible and allow the educator to develop his/her unique interests and capabilities, through a system of academic guidance and electives.

- Each institution shall have a clearly stated set of objectives for the professional education component of its preparation program. Professional education shall include foundations of education, methods and materials of teaching, and supervised laboratory experiences designed to provide the competencies required in the education profession.

- Programs of professional preparation shall encourage individualization while providing a planned sequence of core studies and experiences to develop:

  - Knowledge of the processes of human growth, development, and learning, including the characteristics of particular age groups, such as young children, early and late adolescents, and adults;

  - Knowledge and skill in identifying and analyzing student behaviors and needs;

  - Knowledge of educational research and its techniques as well as media, materials, and methods appropriate to the prospective educator's field of specialization;

  - Knowledge and skill in recognizing, analyzing, evaluating, and employing specific teaching techniques and materials appropriate to a given learning situation;

- Knowledge and techniques requisite for teaching those reading, communication, and study skills essential for effective mastery of content at all grade levels;

- Teaching methods and activities for integrating into specific subject areas such relevant lifelong skills as career planning, consumerism, living in harmony with the environment, maintaining both physical and mental health, effective utilization of community resources, exercising the individual's legal rights and responsibilities, and solving problems;

- Skills to interact constructively with pupils, teachers, administrators, and parents;

- Understanding of the historical, philosophical, and sociological foundations underlying the development and organization of public education in the United States;

- Understanding of the purposes, administrative organizations, and operation of the total education program of the school;

- Knowledge of the rights and responsibilities of the teacher, administrator, and education specialist so that they will conduct themselves in a professional and ethical manner; and

- Knowledge of laws and regulations which prohibit discrimination on the basis of race, national origin, sex, age or handicapping conditions.

o Programs of professional preparation shall provide educators with the knowledge and competencies needed to work effectively with exceptional children in the regular classroom, as required by law. These include the following:

  - Skill in using the results of formal and informal evaluations, including a variety of screening tests for identifying academic, social, and behavioral strengths and difficulties;

  - Proficiency in the development, evaluation, and modification of curriculum and in continual monitoring of student progress in academic, special, and behavioral areas:

  - The utilization of a variety of behavioral management techniques; and

  - The skill to participate in the development, in conjunction with parents, teachers, and administrators, of written individual educational plans.

Other Special Requirements

- An institution offering extension services, including summer sessions, evening and weekend programs, off-campus courses or correspondence classes, and survey and consultant services, shall provide adequate resources to support them. These include competent administration, efficient operational procedures, and sound financial arrangements. Extension services should be coordinated with the regular program and the two should complement and augment each other.

- Fifth year teacher training programs leading to degrees such as the MAT shall be individually designed to insure that each prospective educator possesses the competencies implicit in the general and specific undergraduate program standards.

- Requests for approval of innovative or experimental programs should address these standards in detail:

    - A clear statement explaining the request for the approval of such programs shall be provided including the assumptions, rationale, and objectives on which the proposed programs are based;

    - Each program shall be built upon a clear statement of purpose and objectives. These statements should be prepared cooperatively by the agencies concerned with teacher education. They should be based on analyses of current needs and trends in the particular field or curriculum area being addressed. These objectives shall be available in writing;

    - Each program shall include a clearly-formulated statement of the attitudes, knowledge, understandings, and skills that are required and the degree of expertise necessary for a beginning educator. This statement shall be available in writing and where appropriate it shall be based upon these standards;

    - Institutions shall designate an appropriate division, school, college, or department to administer and act on all matters relating to innovate and experimental programs;

    - The program shall include a description of the curriculum, and a provision for keeping records of the students' progress in the program;

    - The program shall be supported by sufficient and appropriate human, financial, and physical resources. The continuing availability of such resources shall be assured for the duration of the program. Any resources not directly provided by the institution shall be outlined and their continued availability confirmed by the granting agency;

- The program must include a timetable which sets forth the beginning and ending dates. This should include:

  (a) A sequence of activities; and

  (b) An anticipated schedule of evaluative checkpoints.

- The program shall be periodically evaluated using the timetable as stated above. Evaluation shall be used to identify areas in the program that need strengthening and to suggest new directions for program development. The institution will be required to submit periodic evaluative reports to the Director of OTEPS, State Department of Education.

III. RELATIONSHIP TO WORLD OF PRACTICE

Clinical and Field Based Experience

o Institutions shall provide prospective educators with observation and other early experiences with school age youth. The college schedule shall be arranged to support such experiences.

o The internship, or other major practicum shall be designed as a growth and learning experience, and as an evaluation of potential for teaching and certification. Here with prospective teacher's communicable knowledge, commitment to teaching, skill in interpersonal relations, and teaching ability are developed and judged. The following statements shall be used as a basis for evaluating the internship:

  - Prospective teachers shall be permitted to participate in the internship only if a review of their scholarship indicates that they are qualified. Performance in an area of specialization, competence in the professional sequence, performance in previous professional experiences, and personal characteristics should be considered;

  - The internship shall be a continuous full-time experience. It shall begin with observation, expand to include a variety of responsibilities, and finally involve the intern with the full range of teaching activities encountered in a typical school situation.

  - The internship shall allow the prospective teacher to employ a variety of classroom methods, materials, and techniques. All interns should develop and teach units of instruction for the various secondary classes or elementary subject areas for which the cooperating teacher(s) is/are responsible. The intern shall assume full teaching responsibilities for a reasonable length of time. The intern should experience related responsibilities such as bus duty and lunch and study hall supervision, but should not be assigned primary responsibility for extra-curricular activities such as coaching or club advising;

- The administrators and staff members of the cooperating school should evidence a commitment to train new teachers and a willingness to actively work with and supervise interns. Prospective teachers shall be assigned to schools having curricula, facilities, and resources which will allow them to student teach in their areas of expertise.

- Cooperating teachers shall be fully certified and have at least three years experience in the subject area or level in which they accept student teachers. Moreover, they shall have an outstanding performance record, show continued professional growth, and have the desire, and ability to work with student teachers. In order to facilitate a good working relationship, the cooperating teacher shall receive full information about a student teacher well in advance of the internship.

- Institutions shall designate a faculty member(s) to be responsible for coordinating and managing the total internship program, including the orientation of cooperating teachers. Student teachers shall receive extensive supervision from college faculty representing both content and pedagogy. This includes both observation and follow-up conferences. In addition, interns shall have ready access to college personnel with expertise in content, methodology, and interpersonal relations.

O All professional laboratory experiences, including observation and the required internship, shall take place in local cooperating schools. Such schools shall be carefully selected after an analysis of their curricula, teaching resources, facilities, and faculty. It is desirable for cooperating schools to be located within an hour's drive of the institution.

o There shall be a written agreement between the institution and each cooperating school which makes explicit the roles and responsibilities of both parties including activities and services to be performed, compensation, provisions for coordination of ongoing activities, methods for solving problems which might arise, and a procedure for modifying the agreement itself. There should also be an agreement between cooperating teachers and the cooperating school (or its governing board) which considers such areas as teacher consent, pay and/or staff development credit for supervision, number of student teachers, and qualification and responsibilities of cooperating teachers. All agreements shall conform to the laws of the State of New Hampshire.

- Graduate curricula designed to provide prospective educators with entry level competence shall include a supervised internship. This experience shall be designed to develop competence, to serve as an opportunity for evaluating the student, and to indicate qualification for certification.

Follow-up of Graduates

- A continuing program of curriculum evaluation shall provide for a thorough, systematic follow-up of graduates to determine the adequacy of their preparation and their competence as professional educators.

Relationship with Field

- No provision stated.

IV. STUDENTS

Admission

- The institution shall carefully screen applicants for admission to professional preparation programs. Monitor their progress through the programs; and evaluate their performance before recommending them for certification.

- Admission and retention procedures to all graduate programs, designed to maintain the quality of students, shall be appropriate to each program's objectives.

- The institution shall establish and publish policies, criteria, and procedures for admission to professional preparation programs. Applicants will be selected impartially on the basis of:

  - Quality of scholarship;
  - Leadership potential;
  - Physical and mental health appropriate to the tasks to be performed;
  - Voice and speech;
  - Competency in oral and written English; and
  - Participation in extracurricular activities.

Application forms should be standardized and stored in such a manner as to guarantee the confidentiality of information while at the same time allowing access for those who have a need to know.

- Student evaluation and degree requirements supporting the admission and retention procedures shall be in harmony with program objectives over and above general institutional requirements.

Monitoring - Assessment/Competencies

- An institution shall have an ongoing method for evaluating the performance of those enrolled in its education programs. Such measures as academic performance, observations by faculty and cooperating teachers, and continued participation in extracurricular activities should be used to assess the specific strengths and weaknesses of prospective educators. These measures shall also be used to counsel students relative to their continuation in or removal from the program and their readiness to enter the profession.

Advisory Services

- An institution shall maintain an effective program of student personnel services. Such services shall be administered by qualified persons who have specialized training in personnel and guidance.
- They shall organize the faculty to advise students relative to course selection and participation in extracurricular activities. They shall also analyze the causes of individual academic deficiency, recommend solutions to specific problems, and work to redirect persons unsuited for the profession. In addition, they shall counsel students on both educational and employment opportunities, and provide them with follow-up services after placement.
- Students should know where to secure guidance services and who is officially responsible for approving their programs. Qualified advisors should assist students in structuring individual programs designed to maximize strengths and overcome weaknesses. Students should be supplied with information about professional organizations and community agencies which provide educational support services.
- The counseling and guidance staff shall provide prospective educators with information about career options in the profession, shall help them develop placement credentials, and assist them in the job application process. They shall also collect and maintain current data on supply and demand within the field of education. This information will be used to advise and counsel students.

- An advisory system for advanced study programs shall:
  - Reflect attention to individual student potential;
  - Utilize all instructional resources; and
  - Recognize the rapid growth of knowledge.
- The institution shall maintain a permanent cumulative record for each student. Graduates shall receive an official transcript, which is intelligible and accurate, and includes a record of such credentials as courses, credits and grades.

Completion of Program/Evaluation - Exit Criteria

- An institution shall evaluate candidates completing professional educational programs to determine whether or not they should be recommended for certification by the New Hampshire State Department of Education. In order to be admitted to the profession, candidates must demonstrate the competencies implicit in the general and specific program standards found in Chapters 3 and 4 of this publication.
- Student evaluation and degree requirements supporting the admission and retention procedures shall be in harmony with program objectives over and above general institutional requirements.

V. FACULTY

Qualification/Assignment

- All faculty members shall possess academic credentials and have experiences appropriate for their roles in preparing educators.
- The institution shall demonstrate that its policies and procedures for the selection, retention, and promotion of academic personnel are effective in recruiting and maintaining faculty who are sincere, competent, and professional. Consideration should also be given to working conditions, salary schedules and rank, retirement allowances, tenure, group insurance, sabbatical leave, sick leave, and funds for inservice training.

Faculty Load

- The work load of each faculty member should be reasonable and should be determined by the specific nature of his/her assignment. Work load shall include not only regular instruction but also extension teaching, committee assignments, extra-curricular activities and thesis advisement. It shall also include duties related to the pre-intern and intern experiences, independent study, consultant services, research and writing, student advisory duties, and time spent on the recruitment, selection, and admission of students.

Faculty Development

- Faculty should participate in organized staff development programs such as advanced study, reading, research, and other activities closely related to their instructional assignments.

Faculty Evaluation

- No provision stated.

GOVERNANCE

Relationship of Program to Institution

- No provision stated.

Authority/Autonomy

- Responsibility for assuring the quality of the various programs of advanced study in education within an institution should be centralized in a single, specifically-designated administrative unit. Although aspects of this responsibility may be shared with appropriate committees, final responsibility should be unified, specific, widely understood, and generally accessible.

- Responsibilities for the administration of a continuing program of curriculum development, evaluation and revision, and for the advisement and programming of students in the education curriculum shall be coordinated through a designated administrative unit of the preparing institution. This unit shall recommend candidates to the New Hampshire State Department of Education for certification.

Structure and Administration

- The ultimate responsibility for the administration of the institution shall reside in a board of trustees or a similarly designated body. The board shall set policy and provide adequate facilities and sound leadership so that the institution can offer quality programs of professional preparation.

- The president, or chief administrator, is directly responsible for all administrative functions of the institution in general as well as those affecting professional preparation programs in particular. Within the administrative structure, an appropriate division, school, college, or department shall be assigned specific responsibility for professional preparation programs.

- Institutions shall publish information for administrators and faculty members outlining administrative policies. Such information should detail the functions of the governing board, the administration, and the faculty, with particular reference to professional preparation programs.

Planning

- No provision stated.

VII. RESOURCES

Personnel

- When evaluating professional preparation programs, appraisal should be made of the administrative organization, the competence of the personnel, and the manner in which tasks are performed. Consideration should be given to salary schedules and rank, retirement allowances, tenure, group insurance, sabbatical leave, sick leave, funds for inservice training, and involvement in professional development activities on a state, regional, or national basis.

Fiscal

- Both public and private institutions must have a sound financial structure. An institution is expected to operate on a budget prepared in accordance with accepted financial and educational practices and to prepare an annual financial statement, audited by a properly qualified outside agent. The financial records of the college shall be kept in such form that rapid analysis is possible at any time to determine the economic status of the institution.

Facilities

- The institution, through its governing board and administration, shall provide physical facilities, instructional materials, and other resources conducive to quality professional preparation programs.

- Education departments shall be assigned physical facilities sufficient for the programs offered and the number of students enrolled. Appropriate specialized facilities and equipment shall be provided for such programs as industrial arts, music, art, science, physical education, home economics, and agriculture. All areas shall conform to applicable state and federal health and safety regulations.

- An instructional materials center shall be staffed and maintained, either as part of the library/resource center or as one or more independent units. It shall include a broad selection of current texts and supplementary printed materials available for use in elementary and secondary schools; various types of audio-visual aids such as maps, charts, photographs, films, filmstrips, and recordings; and contemporary instructional materials such as games and manipulatives. There shall be a well-equipped work area where students and faculty can prepare instructional aids. Space shall be provided for conducting and recording instructional situations such as sample lessons, role-playing, and micro-teaching. It is imperative that students have access to the curriculum laboratory during the evening and on weekends.

- Each advanced study and specialization program shall be supported by adequate resources of staff, equipment, special facilities, library, and general institutional backing.

Library, Equipment, Supplies

- The library/resource center shall provide collections sufficient to meet the instructional and research needs of both the content and pedagogical offerings of the institution. The library shall be administered by a professional librarian who shall employ current practices for cataloguing and arrangement of materials. It shall contain professional journals and other up-to-date materials and equipment, including new developments in electronic hard and software. The library staff shall consider recommendations from a wide range of professional organizations in selecting and maintaining materials and media. The physical space, number of staff, and hours of operation shall be sufficient to allow both students and faculty ample access to the collections. The library staff shall have adequate working quarters.

- See "Facilities" as stated above.

NAME OF ACCREDITING STATE: NEW JERSEY

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New Jersey Department of Education
P.O. Box CN 500
225 W. State Street
Trenton, New Jersey 08625-0001

CONTACT:
Dr. Celeste M. Rorro
Director of Certification

(609) 588-3100

STANDARDS PUBLICATION:
Procedure for Onsite Evaluation of Collegiate Teacher Preparation Programs
(September 1987)

PROFILE: ACCREDITATION STANDARDS - NEW JERSEY

I. ELIGIBILITY

- The State Board of Education authorizes the use of Standards for State Approval of Teacher Education of the National Association of State Directors of Teacher Education and Certification (NASDTEC), in the evaluation of teacher preparation programs in colleges and universities of the State.

II. CURRICULUM

Overall Institutional

- Each approved undergraduate teacher preparation program shall provide approximately 60 semester credit hours of general education including electives. General education courses shall be distributed among the arts, humanities, mathematics, science, technology and the social sciences. There must be some study in each area. This component of the program shall exclude courses which are clearly professional or vocational in nature.

- Each approved teacher preparation program shall require its students to complete a major in the arts, humanities, social science, mathematics, science or technology disciplines. The inclusion of technology as a potential academic area is intended to provide for those candidates who will be certified to teach one of the technical disciplines such as distributive occupations or industrial technology.

- At least 96 credits of the total program must be distributed among the general education, academic major, and behavioral/social science aspects of the program.

Specialist Courses (Core Curriculum)

- For purposes of certification, a central focus of the undergraduate teacher education program is the professional component. This component must meet all standards and study requirements of the National Association of State Directors of Teacher Education and Certification. In addition, each approved undergraduate teacher preparation program shall provide study in the essential behavioral/social science and professional education areas. Approximately 30 credit hours of instruction shall be devoted to professional preparation: a minimum of nine credits must be devoted to study in the behavioral/social sciences, and may be included in the professional or liberal arts components of the program.

- Approved college programs and State approved alternative programs shall include study in the following areas of professional education:

  Curriculum - Studies designed to foster an understanding of the curriculum taught and the assessment of learning, including topics such as the following:

  (a) The organization and presentation of subject matter;

  (b) The development and use of tests and other forms of assessment;

  (c) The evaluation and selection of instructional materials;

  (d) The appropriate use of textbooks and teachers' guides;

  (e) The use and interpretation of standardized tests and teacher developed instruments;

  (f) The reading process and other language art skill development appropriate to the field of specialization and grade level; and

  (g) A knowledge of techniques and materials for fostering the development of reading and language arts skills.

  Student Development and Learning - Studies designed to foster an understanding of students, their characteristics as individuals, and the ways in which they learn, including topics such as:

  (a) Student interests

  (b) Motivation

  (c) Preventing classroom disruption

  (d) Creating a healthy learning climate

  (e) Individual and group learning

  (f) Language development

  (g) Individual differences and

  (h) The role of technology in early learning.

- The Classroom and the School - Studies designed to foster an understanding of the school as a social unit and classroom management, including such topics as:

  (a) The bureaucratic/social structure of public education;

  (b) The making of teaching decisions;

  (c) Allocation of instructional time;

  (d) Setting of priorities;

  (e) Pacing of instruction;

  (f) Setting of goals;

  (g) Questioning techniques;

  (h) Student practice and independent work.

- Physiology and Hygiene - Candidates must pass an examination in physiology and hygiene, including the effects of narcotics and alcohol. In lieu of this examination, the applicant may present basic military training or study in areas such as biology, health or nutrition.

Other Special Requirements

o No provision stated.

III. RELATIONSHIP TO WORLD OF PRACTICE

Clinical and Field Based Experience

o The professional component of the undergraduate program shall provide students, normally beginning in the sophomore year, with practical experiences in an elementary or secondary school setting. These opportunities shall increase in intensity and duration as the student advances through the program and culminate with a student teaching experience.

o Collegiate faculty assigned to supervise students shall:

  - Have had experience supervising, consulting or otherwise working in an elementary/secondary school in contact with classroom teachers within the previous two years;

  - Be full-time faculty members or part-time faculty with demonstrated expertise in the field they are supervising;

  - College supervisors of student teachers shall be assigned supervisory loads which permit observation of each student once every other week; and

  - The student teaching perience of each approved undergraduate program shall be the equivalent of a full-time experience of one semester's duration and shall be included within the professional component.

Follow-up of Graduates

- No provision stated.

Relationship with Field

- No provision stated.

IV. STUDENTS

Admission

- Formal admission to teacher preparation programs shall be reviewed at the beginning of the junior year and shall be granted only to those students who have:
  - Maintained a cumulative grade point average of at least 2.5 (4 equals A) for the first two years of college;
  - Achieved acceptable levels of proficiency in the use of English language (oral and written) and mathematics. Students with deficiencies in these areas upon admission to college shall be required to demonstrate the elimination of such deficiencies through an oral or written assessment by the beginning of the junior year;
  - Demonstrated aptitude for the profession of teaching through successful completion of an appropriate practical experience in an elementary or secondary school. This requirement would normally have to be met before the student is granted status as a junior in the program;
- Each student shall be evaluated at the end of the semester prior to student teaching by college faculty (both education and subject matter) and confirmed as a candidate for certification on the basis of a comprehensive assessment of relevant indicators which shall include:
  - Having maintained a cumulative grade point average of at least 2.5 (4 equals A); and

- Having demonstrated acceptable levels of teaching proficiency in junior field experience as indicated by the evaluation reports of college and school faculty.

Monitoring - Assessment/Competencies

- No provision stated.

Advisory Services

- No provision stated.

Completion of Program/Evaluation - Exit Criteria

- All standards are to be applied equitably to all students, including transfer students, and without discrimination based upon legally prohibited criteria. All admissions and retention processes are to be consistent with State and institutional affirmative action policies and goals.
- Students completing an approved program must be recommended for a certificate by their college or university before one will be issued by the State Board of Examiners.

ACCREDITING STATE: NEW YORK

MAILING ADDRESS:

New York State Department of Education
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STANDARDS PUBLICATION:

New York State Education Department Statement on Review of Undergraduate and Master's Program in the Colleges and Universities of New York State.

Regulations of the Commissioner of Education: Excerpts Concerning Program Registration (September 1, 1987)

Amendments to the Regulations of the Commissioner 80.6 - Certificate valid for teaching special education, the deaf and hearing impaired, the blind and partially sighted, the speech and hearing handicapped.

PROFILE: ACCREDITATION STANDARDS - NEW YORK

I. ELIGIBILITY

General

- New York has approximately 250 degree granting institutions with about 15,000 separately registered programs. These programs are required to meet the standards set forth in the Rules of the Board of Regents and the Regulations of the Commissioner of Education. The same criteria are used for evaluation of programs in public, independent, and proprietary institutions, whether at the two or four year or graduate level. Compliance is assessed by procedures which vary according to type of program: general academic, professional, or doctoral.

- PLEASE NOTE: New York uses the term "Program Registration Standards" instead of "Accreditation Standards" as used in this study as it more accurately reflects the process used by New York. This study uses "accreditation" in the broadest sense which is intended to include all SEA approvals and/or registrations of IHEs which offer degrees or certification to teach in special education.

- Registration is required for:

    - Every curriculum creditable toward a degree offered by institutions of higher education;

    - Every curriculum leading to licensure in a profession;

    - Every curriculum for which registration is required by statue, the Rules of the Regents, or any other section of these regulations; and

    - Every curriculum leading to a certificate or diploma offered by a nonchartered proprietary institution authorized by the regents to grant degrees, except non-credit curricula approved by another state agency for the purpose of licensure by that agency.

- To be registered, each curriculum shall:

    - Be submitted to the commissioner, together with such information as the commissioner may require, in a form acceptable to the commissioner;

  - Conform to all applicable provisions of this Part; and
  - Show evidence of careful planning. Institutional goals and the objectives of each curriculum and of all courses shall be clearly defined in writing, and a reviewing system shall be devised to estimate the success of students and faculty in achieving such goals and objectives. The content and duration of curricula shall be designed to implement their purposes.

- In addition to the requirements above, to be registered every new curriculum shall be consistent with the Regents Statewide Plan for the Development of Postsecondary Education.
- Registration shall be granted only to individual curricula.
- Curricula offered at each branch campus shall be registered separately from curricula at an institution's principle center.
- Each course offered for credit by an institution shall be part of a registered curriculum offered by that institution, as a general education course, a major requirements, or an elective.
- Each curriculum for which registration is required shall be registered before the institution may publicize its availability or recruit or enroll students in the curriculum.

Relationship Between Accreditation and Certification

- Certification valid for teaching special education shall be issued to a student upon completion of an approved program registered by the New York State Education Department or through alternative completion of requirements.

II. CURRICULUM

Overall Institutional

- Academic policies applicable to each course, including learning objectives and methods of assessing student achievement, shall be made explicit by the instructor at the beginning of each term.
- The objectives of each curriculum and its courses shall be well defined in writing. Course descriptions shall clearly state the subject matter and requirements of each course.
- For each curriculum, the institution shall assure that courses will be offered with sufficient frequency to enable students to complete the program within the minimum time for completion, in accordance with paragraphs six through ten of this subdivision.

- Credit toward an undergraduate degree shall be earned only for college level work. Credit toward a graduate degree shall be earned only through work designed expressly for graduate students. Enrollment of secondary school students in undergraduate courses, of undergraduates in graduate courses, and of graduate students in undergraduate courses shall be strictly controlled by the institution.

- Master's degree programs shall normally require a minimum of one academic year of full time graduate level study, or its equivalent in part time study, with an accumulation of not less than 30 semester hours. Research or a comparable occupational or professional experience shall be a component of each master's degree program. The requirements for a master's degree shall normally include at least one of the following:

  - passing a comprehensive test;

  - writing a thesis based on independent research; or

  - completing an appropriate special project.

Specialist Courses (Core Curriculum)

- To obtain a provisional certificate as a teacher of special education, the deaf and hearing impaired, the blind and partially sighted, or the speech and hearing handicapped, a candidate shall:

  - Complete an approved program registered by the Department; or

  - Provide evidence that the candidate shall hold a baccalaureate degree from a regionally accredited institution of higher education or from an institution authorized by the Regents to confer degrees and whose programs are registered by the Department, and shall have completed:

    (a) Twelve semester hours of study in professional education;

    (b) College supervised practicum in the area of certification for which an application is filed;

    (c) One year of paid, full time experience as a teacher of special education, the deaf and hearing impaired, the blind and partially sighted, or the speech and hearing handicapped may be accepted in lieu of the college supervised practicum when such experience carries the recommendation of the employing school district administrator; and

(d) Twenty-four semester hours of study appropriate to teaching special education, the deaf and hearing impaired, the blind and partially sighted, or 36 semester hours of study appropriate to teaching the speech and hearing handicapped.

Special Education - Collegiate study in teaching autistic, emotionally, mentally, multiply or physically handicapped children - 15 semester hours. Collegiate study related to teaching autistic, emotionally, mentally, multiply or physically handicapped children - 9 semester hours;

Deaf and Hearing Impaired - Collegiate study in teaching the deaf and hearing impaired - 15 semester hours. Collegiate study related to teaching the deaf and hearing impaired - 9 semester hours.

Blind and Partially Sighted - Collegiate study in teaching the blind and partially sighted - 15 semester hours. Collegiate study related to teaching the blind and partially sighted - 9 semester hours.

Speech and Hearing Handicapped - Collegiate study in teaching the speech and hearing handicapped - 24 semester hours. Collegiate study related to teaching the speech and hearing handicapped - 12 semester hours.

The provisional certificate described above is valid for five years and is not renewable.

- For a permanent certificate, the candidate shall have completed two years of school experience as a teacher of children with handicapping conditions and master's degree that is functionally related to a field of special education or the deaf and hearing impaired or the blind and partially sighted or the speech and hearing handicapped. The total program of preparation shall include the preparation required for the issuance of the provisional certificate.

Other Special Requirements

- No provision stated.

III. RELATIONSHIP TO WORLD OF PRACTICE

Clinical and Field Based Experience

- For an initial certificate to teach in special education, a student must have completed:

(a) College supervised practicum in the area of certification for which an application is filed; or

(b) One year of paid, full time experience as a teacher of special education, the deaf and hearing impaired, the blind and partially sighted, or the speech and hearing handicapped may be accepted in lieu of the college supervised practicum when such experience carries the recommendation of the employing school district administrator;

- For a permanent certificate, the candidate shall have completed two years of school experience as a teacher of children with handicapping conditions and master's degree that is functionally related to a field of special education of the deaf and hearing impaired or the blind and partially sighted or the speech and hearing handicapped. The total program of preparation shall include the preparation required for the issuance of the provisional certificate.

Follow-up of Graduates

- No provision stated.

Relationship with Field

- No provision stated.

IV. STUDENTS

Admission

- The admission of students shall be determined through an orderly process using published criteria which shall be uniformly applied. Among other considerations, the admissions process shall encourage the increased participation in collegiate programs at all levels of persons from groups historically underrepresented in such programs.

- Admissions shall take into account the capacity of the student to undertake a course of study and the capacity of the institution to provide the instructional and other support the student needs to complete the program.

Monitoring - Assessment/Competencies

- (See "Advisory Services" which follows.)

Advisory Services

- The institution shall provide academic advice to students through faculty or appropriately qualified persons. The institution shall assure that students are informed at stated intervals of their progress and remaining obligations in the completion of the program.

- Summaries of job placement and graduate school placement statistics compiled by the institution including its placement center shall be provided where available.

- Information shall be provided for those of the following state programs for which students at the institution may be eligible:

  - The Tuition Assistance Program (TAP);
  - Regents College Scholarships;
  - Regents Nursing Scholarships;
  - Regents Awards for Children of Deceased or Disabled Veterans;
  - State Assistance for Native Americans;
  - Guaranteed Student Loans; and also
  - Special programs for the economically and educationally disadvantage including the Higher Education Opportunity Program (HEOP);
  - Education Opportunity Program (EOP);
  - Search for Education and Elevation through Knowledge (SEEK);
  - College Discovery Program (CD); and
  - Work Incentive Program (WIN).

  Any other state program which accounts for ten percent or more of the total state student aid administered by the institution shall also be described in similar detail and terminology.

- Information shall be provided for those of the following federal programs for which students at the institution may be eligible:

  - Basic Educational Opportunity Grants (BEOG);
  - Supplemental Educational Opportunity Grants (SEOG);

- National Direct Student Loans (NDSL);
- College Work Study Program (CWS);
- Social Security payments to children of deceased/disabled parents;
- Federal Aid to Native Americans; and
- Veterans Administration educational benefits.

Any other federal program which accounts for ten percent or more of the total federal student aid administered by the institution shall also be described in similar detail and terminology.

- Information shall be provided on grants, scholarships, waivers, deferrals, loans, including small emergency loans, and work study arrangements which are administered by the institution. Financial aid programs involving awards of $300 or more per year shall be individually listed, including restrictions, if any. The number and average value of programs with awards of less than $300 per year shall be provided, along with the name, address and telephone number of an institutional office from which more detailed information can be obtained.

Completion of Program/Evaluation - Exit Criteria

- Each degree, certificate or diploma program shall be described in terms of both pre-requisites and requirements for completion.
- Requirements for earned degrees are:
  - No earned degree shall be conferred unless the candidate has had a preliminary education of at least a four year high school course, or its equivalent, as determined by the commissioner. Satisfactory evidence of such preliminary education must be offered before beginning the course of study for the degree.
  - No earned degree shall be conferred in this state on any person who has not completed the course of studies requisite to such degree, which institution shall be authorized to confer the same. No earned undergraduate or graduate degree shall be conferred unless the applicant has completed a course of study registered by the department.

  - Undergraduate degrees: Undergraduate degrees shall be distinguished by the minimum amount of liberal arts content required for each degree. The required liberal arts core shall not be directed toward specialized study or specific occupational or professional objectives.

- Credit toward an undergraduate degree shall be earned only for college level work. Credit toward a graduate degree shall be earned only through work designed expressly for graduate students. Enrollment of secondary school students in undergraduate courses, of undergraduates in graduate courses, and of graduate students in undergraduate courses shall be strictly controlled by the institution.

- Completion of an approved program registered by the Department. A certificate will be issued upon completion of a program registered by the Department for the preparation of the teacher of special education, teacher of the deaf and hearing impaired, teacher of the blind and partially seeing, and teacher of the speech and hearing handicapped. The form of the certificate to be recommended and issued will be determined by the recommending institution upon approval of the Department.

- Associate degree programs shall normally be capable of completion in two academic years of full time study, or its equivalent in part time study, with an accumulation of not less than 60 semester hours.

- Baccalaureate degree programs shall normally be capable of completion in four academic years of full time study, or, in the case of five year programs, five academic years of full time study, or their equivalent in part time study, with an accumulation of not less than 120 semester hours.

- Master's degree programs shall normally require a minimum of one academic year of full time graduate level study, or its equivalent in part time study, with an accumulation of not less than 30 semester hours. Research of a comparable occupational or professional experience shall be a component of each master's degree program. The requirements for a master's degree shall normally include at least one of the following: passing a comprehensive test, writing a thesis based on independent research, or completing an appropriate special project.

- The master of philosophy degree shall require completion of all requirements for the degree of doctor of philosophy except the dissertation, and shall require that the student have been admitted to candidacy in a doctor of philosophy curriculum offered by the institution conferring the master of philosophy degree.

- Doctoral programs shall require a minimum of three academic years of full time graduate level study after the baccalaureate degree, or their equivalent in part time study. Doctoral studies shall include the production of a substantial report on original research, the independent investigation of a topic of significance to the field of study, the production of an appropriate creative work, or the verified development of advanced professional skills.

- In addition to the requirement of this section, a program designed to fulfill in part the requirements for licensure in a profession regulated by the Education Law shall also meet such requirements as may be established by statute, by the rules of the Regents, or by any other section of these regulations.

- Certificates valid for teaching bilingual education:

  - The validity of a certificate of qualification or a provisional or permanent certificate issued under the Regulations may be extended for teaching bilingual education upon completion of the requirements noted below.

    (a) For holders of a certificate to teach in the elementary grades (N-6) or elementary and early secondary grades (N-9)

    1. 24 semester hours of collegiate study at an institution with an approved bilingual education program in the following areas:

       - History and culture of the group which speaks the other language;
       - Foundations in bilingual/bicultural education;
       - First language teaching;
       - Second language teaching;
       - Methodology, materials and evaluations in bilingual education; and
       - Bilingualism (applied linguistics, psycholinguistics and sociolinguistics).

    (b) For holders of a certificate to teach an occupational subject; children with handicapping conditions; reading, English, foreign language, mathematics or a science; or a special subject:

    2. 15 semester hours of collegiate study at an institution with an approved bilingual education

program in the following areas:

- History and culture of the group which speaks the other language;
- Methology, materials and evaluation in the content area(s) in the other language;
- Foundations in bilingual/bicultural education;
- For an extension of any certificate to include bilingual education the applicant, in addition to completing the required semester hours of study noted above, shall complete a college-supervised student teaching experience in bilingual education. One year of paid full-time bilingual teaching experience on the level and in the area for which certification is sought may be accepted in lieu of the student teaching experience when such experience carries the recommendation of the employing school district administrator; and
- In addition to the required study and practice, the applicant shall demonstrate proficiency in both English and the language of instruction other than English on a approved examination.

Multicultural Groups and Persons with Disabilities

o No provision stated.

V. FACULTY

Qualification/Assignment

o All members of the faculty shall have demonstrated by training, earned degrees, scholarship, experience, and by classroom performance or other evidence of teaching potential, their competence to offer the courses and discharge the other academic responsibilities which are assigned to them.

o All faculty members who teach within a curriculum leading to a graduate degree shall possess earned doctorates or other terminal degrees in the field in which they are teaching or shall have demonstrated, in other widely recognized ways, their special competence in the field in which they direct graduate students.

o At least one faculty member teaching in each curriculum culminating in a bachelor's degree shall hold an earned doctorate in an appropriate field, unless the commissioner determines that the curriculum is in a field of study in which other standards are appropriate.

Faculty Load

- For each curriculum the institution shall designate a body of faculty who, with the academic officers of the institution, shall be responsible for setting curricular objectives, for determining the means by which achievement of objectives is measured, for evaluating the achievement of curricular objectives, and for providing academic advice to students. The faculty shall be sufficient in number to assure breadth and depth of instruction and the proper discharge of all other faculty responsibilities. The ratio of faculty to students in each course shall be sufficient to assure effective instruction.

- To foster and maintain continuity and stability in academic programs and policies, there shall be in the institution a sufficient number of faculty members who serve full time at the institution.

Faculty Development

- Each member of the faculty shall be allowed adequate time, in accordance with the faculty member's responsibilities, to broaden professional knowledge, prepare course materials, advise students, direct independent study and research, supervise teaching, participate in institutional governance, and carry out other academic responsibilities appropriate to his or her position, in addition to performing assigned teaching and administrative duties.

Faculty Evaluation

- The teaching and research of each faculty member, in accordance with the faculty member's responsibilities, shall be evaluated periodically by the institution. The teaching of each inexperienced faculty member shall receive special supervision during the initial period of appointment.

VI. GOVERNANCE

Relationship of Program to Institution

- No provision stated.

Authority/Autonomy

- (See "Structure and Administration" which follows.)

Structure and Administration

- Responsibility for the administration of institutional policies and programs shall be clearly established.

- Within the authority of its governing board, the institution shall provide that overall educational policy and its implementation are the responsibility of the institution's faculty and academic officers. Other appropriate segments of the institutional community may share in this responsibility in accordance with the norms developed for each institution.

Planning

- To be registered, each curriculum shall show evidence of careful planning. Institutional goals and the objectives of each curriculum and of all courses shall be clearly defined in writing, and a reviewing system shall be devised to estimate the success of students and faculty in achieving such goals and objectives. The content and duration of curricula shall be designed to implement their purposes.

VII. RESOURCES

Personnel

- The institution shall establish:
    - the rights and privileges of full time and part time faculty and other staff members;
    - working conditions;
    - opportunity for professional development;
    - workload;
    - appointment and reappointment;
    - affirmative action;
    - evaluation of teaching and research;
    - termination of appointment;
    - redress of grievances; and
    - faculty responsibility to the institution.

Fiscal

- The institution shall provide classrooms, faculty offices, auditoria, laboratories, library, audio-visual and computer facilities, clinical facilities, studios, practice rooms, and other instructional resources sufficient in number, design, condition, and accessibility to support the curricular objectives dependent on their use.

- In addition to the laboratory facilities, the programs in teacher education shall be served by:

  - adequate teaching aids;

  - library resources to support instructional programs and research; and

  - facilities for observation and demonstration with children in classroom and other situations, student teaching, professional laboratory experiences, and clinical and field services experiences.

  The adequacy of the resources shall be judged by evidence showing how the graduates will meet the objectives of the program.

Library, Equipment, Supplies

- The institution shall provide equipment sufficient in quantity and quality to support instruction, research, and student performance; and provide libraries that possess and maintain collections sufficient in depth and breadth to support the mission of the institution and each registered curriculum. Libraries shall be administered by professionally trained staff supported by sufficient personnel. Library services and resources shall be available for student and faculty use with sufficient regularity and at appropriate hours to support the mission of the institution and the curricula it offers.

NAME OF ACCREDITING STATE: NORTH CAROLINA

MAILING ADDRESS:
Division of Exception Children
North Carolina State Department of
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STANDARDS PUBLICATION: Standards for State Review of Teacher Education Programs (1989)

PROFILE: ACCREDITATION STANDARDS - NORTH CAROLINA

I. ELIGIBILITY

General

- The revised approach to the program approval process in North Carolina relies upon compliance with the following:
  - Successful NCATE review of the unit;
  - Successful State review of the specialty area (specialty area and professional studies);
  - Compliance with the 70% pass rate on the National Teacher Examinations (professional knowledge and specialty area); and
  - Successful performance of program graduates in the Initial Certification Program.
- This profile describes the standards which will be used to review individual specialty areas. Note that the State will no longer require assurance of the acquisition of competencies related to general studies and, rather, rely on NCATE to do so. However, the State process will continue to review the competencies related to both the professional studies and specialty studies for each certification specialty area, as outlined in the Competencies and Guidelines for Approved Teacher Education Programs.
- In addition, the State Board of Education will annually monitor the following:
  - The policy related to the certification of methods faculty;
  - The policy related to the maintenance of a 70% pass rate on the Professional Knowledge (Core Battery III) and the appropriate specialty area test, if available, of the National Teacher Examinations; and
  - The policy related to 95% successful performance of each program's graduates in the North Carolina Initial Certification Program.

Relationship Between Accreditation and Certification

- See general NCATE standards.

II. CURRICULUM

Overall Institution

- No provision stated.

Specialist Courses (Core Curriculum)

- Each specialty area program description must begin with an overview which provides the context in which the program operates. This overview should include:
  - A description of the levels offered;
  - A rationale for offering the program; and
  - Any additional information which will provide a clear understanding of the specialty area.
- The goals and objectives of the specialty area are clearly stated in writing, readily accessible to faculty, students and other consumers and reflect a clear conception of the role(s) in the public schools for which students are being prepared.
- An appropriate balance among general studies, specialty area studies and professional studies exists at the undergraduate level to assure a well rounded education for students.
- The specialty area complies with State approved guidelines for the certification area in which the student is being prepared.
- The specialty area complies with State approved competencies for the certification area in which the student is being prepared. Such evidence should be displayed in a matrix format.
- Master's, sixth-year (e.g., CAS, Ed.S.) and doctoral curricula are clearly delineated and differentiated from one another and from the undergraduate curriculum.
- Requirements for certification only students are clearly described and comparable to those for degree seeking students.
- Written evidence verifies that the State approved professional studies guidelines for all certificated school personnel are adequately addressed.
- Written evidence verifies that the State approved professional studies competencies common to all certificated school personnel are adequately addressed.

Other Special Requirements

- No provision stated.

III. RELATIONSHIP TO WORLD OF PRACTICE

Clinical and Field Based Experience

- Sequentially planned field experiences for undergraduate degree seeking students begin early in a student's program and culminate in a continuous and extended minimum ten week period of student teaching in the area in which the student is seeking certification. All field experiences are supervised and formal evaluations involving faculty, cooperating teachers and students occur as appropriate.

Follow-up of Graduates

- No provision stated.

Relationship with Field

- No provision stated.

IV. STUDENTS

Admission

- Candidates for admission must meet minimum score requirements adopted by the State Board of Education on Core Batteries I (communication skills) and II (general knowledge) of the National Teacher Examinations before formal admission can occur.

- Undergraduate, degree seeking students are not permitted to complete more than one-half of the professional studies sequence (excluding student-teaching/internship) prior to being formally admitted into the teacher education program.

Monitoring - Assessment/Competencies

- No provision stated.

Advisory Services

- No provision stated.

Completion of Program/Evaluation - Exit Criteria

- Preparation for entry certification at the advanced level includes supervised internship or field experiences appropriate to the role(s) for which students are being prepared. Such experiences serve as the basis for the application of theory to practice, the development of competencies at a high level of proficiency and the evaluation of the candidate's performance.

Multicultural Groups and Persons with Disabilities

- No provision stated.

V. FACULTY

Qualification/Assignment

- Each faculty member teaching in the specialty area demonstrates competence in the area(s) of assignment.
- One appropriately specialized faculty member full-time to the institution must be assigned major responsibility for teaching in and coordinating each specialty area offered. To ensure diversity, there must be a sufficient number of additional faculty, appropriately specialized, to deliver the level(s) offered; e.g., undergraduate, master's, specialist. Each advanced degree program leading to the doctorate has at least three full-time faculty who have earned the doctorate in the field of specialization for which the degree is offered.
- Among the credentials of the faculty delivering (e.g., teaching, directing, coordinating) the specialty area, there is evidence of recent, substantive involvement with public school students, staff members and/or programs.
- Among the credentials of adjunct/part-time faculty delivering the specialty area there is evidence of recent, substantive involvement with the institution via students, other faculty and/or program development.

Faculty Load

- No provision stated.

Faculty Development

- No provision stated.

Faculty Evaluation

- No provision stated.

VI. GOVERNANCE

Relationship of Program to Institution

- Each specialty area program description must begin with a overview which provides the context in which the program operates. This overview should include:
  - The administrative location of the program;
  - The relationship of the program to other programs within the School/Department/Division of Education.

Authority/Autonomy

- No provision stated.

Structure and Administration

- No provision stated.

Planning

- An annual review of the specialty area is conducted and the resulting data are applied, as appropriate, for program improvement.

VII. RESOURCES

Personnel

- No provision stated.

Fiscal

- No provision stated.

Facilities

- Appropriate and sufficiently equipped classroom space is provided to meet the needs of each specialty area.
- Adequate facilities, including sufficient office space, are provided to serve the needs of staff and faculty, to counsel students and to work effectively with local school personnel.

Library, Equipment, Supplies

- Specialized books and periodicals, current curriculum guides, textbooks and courses of study adopted by local school systems and the State Board of Education, instructional media, equipment and other forms of technology, testing materials and supplies for the production of teacher made materials and library resources for the specialty area are available and adequate in number to serve the student population.
- Instructional resources for the specialty area are organized for accessibility and there is evidence of use by both students and faculty.

ACCREDITING STATE: NORTH DAKOTA

MAILING ADDRESS:
Special Education
Department of Public Instruction
State Capitol
Bismarck, ND 58505-0440

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STANDARDS PUBLICATION: North Dakota Standards for Teacher Education State Program Approval (1986)

PROFILE: ACCREDITATION STANDARDS - NORTH DAKOTA

I. ELIGIBILITY

- Regional institutional accreditation (or equivalent institutional accreditation as determined by the Program Approval Advisory Board) is a prerequisite for state program approval. (North Dakota is in the North Central Association Region.)
- The North Dakota Program Approval Board has two routes available for state program approval:
  - NCATE accredited institutions; and
  - Non-NCATE accredited institutions.
- The integrated effort of the joint team provides the basis for decisions of both state program approval and national accreditation. The process results in two recommendations, one to the State (North Dakota Program Approval Board) and one to NCATE.

  The decision is to approve, approve with stipulations, deny or revoke programs is recommended by the North Dakota Program Approval Board based on the report of the visiting team.
- NCATE standards are used for the evaluation of teacher education units. The State's program specific standards are used for the evaluation of programs leading to specific state certificates.
- Advanced programs preparing special educators must also meet the endorsement guidelines for the individual exceptional child specialization as prescribed by the state of North Dakota guidelines.
- The institution is accredited by the North Central Association (or other institutional accrediting body) for offering graduate level programs.

II. CURRICULUM

Overall Institutional

- There is in place a process for coordinating the development, implementation, and evaluation of the general education curriculum between those departments offering general education courses and the teacher education faculty to assure that the goals of general education for teacher education programs are achieved.

- The general education program requires study to develop competence in written and oral communication.
- The general education program requires study to develop ability to use basic mathematical properties, processes, and symbols.
- The general education program requires study in humanities, natural sciences, and behavioral sciences.
- The professional education sequence is the pedagogical study of teaching and learning. The program requires:
    - Study of principles of human growth and development and the relationship of teaching and learning theory to physical, social, intellectual, and emotional development;
    - Study of the research about teacher characteristics and behaviors as they affect the learner;
    - Study of the curriculum planning, development, implementation, and evaluation process;
    - Study of techniques for diagnosing learner capabilities and for designing instructional programs for all learners in the least restrictive environment;
    - Study of the social, historical, and psychological foundations of education; and
    - Study of skills and strategies to be used in classroom management of individuals, small and large groups under varying conditions.
- The teacher education unit's mission statement includes a statement of purpose and program objectives. This statement is written, public, and available to students, faculty, and school practitioners.
- The teacher education unit has the responsibility for curriculum development, evaluation, and revision of the total teacher education program.
- The process of curriculum planning and development includes the development of program objectives. A framework for the planning, development, and evaluation of components of the program are evident.
- The professional education component of the program are based on research evidence and clinical practice.
- Process of evaluation of individual programs and of the total

program are in place. The process systematically assesses graduates upon completion of the program and in the profession to determine whether the program is accomplishing the stated objectives.

- A teaching minor may only be earned or added to a teaching major. An individual may not teach with only a teaching minor.

- A teaching minor is defined as a minimum of 16 semester/24 quarter credit hours in a single designated academic area. These 16 semester/24 quarter credits must be in courses for which the institution gives credit toward graduation.

- A single designated area is defined as:

Art
Biology
Chemistry
Coaching Ath.
Computer Sci.
Dance
Drama/Theatre
Driver Ed.
Earth/Environmental Science
Economics
English
French
Geography
German
Govt./Political Science
Health
History
Instruct.Psychology
Mathematics
Music
Physical Education
Physics
Sociology
Spanish
Speech

Coursework in the minor must include theoretical study of the subject area to be taught.

Specialist Courses (Core Curriculum)

- Faculty actively and continuously identify the most current research in their area(s) of expertise and assignment, and translate those findings into a current knowledge-based curriculum.

- The teaching major (or field of specialization) is based on written statements of program objectives and expectations for classroom teaching as related to the public school curriculum. These statements reflect an analysis of current theory, research, practices, and recommendations of the professional organizations representing the specialization field found in the public school curriculum.

- The teaching major consists of a carefully planned pattern of courses and experiences designed to prepare teachers for the designated grade level.

- Programs preparing special education teachers must, in addition to the following standards, meet the endorsement guidelines for the individual exceptional child specialization as prescribed by the North Dakota state guidelines. The program requires:

    - Study of the information, concepts, theories, analytical approaches, and value perspectives of the particular special education field of study for which endorsement is sought;

- Study of curriculum development, methods, and special teaching techniques of the exceptional child endorsement specialization;
- Study that includes recent research-based knowledge, concepts and analytical capabilities of the exceptional child endorsement specialization;
- Study in the social, cultural, philosophic, and humanistic dimensions of education;
- Observation and field practicum experience in elementary school, secondary school, or preschool settings appropriate to the exceptional child endorsement specialization and full-time student teaching in the specific area and grade level of certification;
- Study of human development and the psychology of learning;
- Study of the fundamental skills of formal and informal assessment of an exceptional child's educational development;
- Competence in the development, implementation, and evaluation of a variety of instructional approaches for exceptional children;
- Study of and experiences in communicating with parents, children, and other professionals relative to assessment of children;
- Study of characteristics of exceptionality for the endorsement specialization and their effect on how children learn;
- Study of referral services and agencies;
- Study of ways to adapt the environment, equipment, or learning activities for learner needs and of ways to integrate the special education student into the general school organization;
- Study of career and vocational education guidance for the special education student;
- Study of national, state, and local laws, policies, and procedures affecting the special learner.

o Program objectives are stated specifically for each program, and an outline for each program is published giving evidence of the provision for achieving the objectives of the program.

- Both specialization and advanced degree study require scholarship beyond that achieved in general or undergraduate education. Procedures for maintaining the quality of this scholarship on the part of faculty and students exist in each program.

- Established and current educational research and essential knowledge of sound professional practices are evident in all advanced programs.

- The knowledge base of each advanced program is reflected through the instructional materials and major journals used and by participation of students and faculty in research.

- Practitioners of the various educational roles are involved in determining program requirements, objectives, and activities.

- The program requires:

  - Advanced study of the information, concepts, theories, analytical approaches, and value perspectives of the particular special education field of study for which endorsement is sought;

  - Advanced study of curriculum development, methods, and special teaching techniques of the exceptional child endorsement specialization;

  - Advanced study that includes recent research-based knowledge, concepts and analytical capabilities of the exceptional child endorsement specialization;

  - Advanced study of characteristics of exceptionality for the endorsement specialization and their effect on how children learn;

  - Study of referral services and agencies; and

  - Study of national, state, and local laws, policies, and procedures affecting the special learner.

Other Special Requirements

- These programs are planned for persons who possess valid teaching certificates. The emphasis, in both content and rigor, is on advanced study.

- Content may provide for breadth in the field, for detailed study of one or more specialized aspect of the field, and for access to new research and developments.

- Courses typically taken by or included in the undergraduate program of teacher education students for initial certification are not appropriate for inclusion in advanced programs.

- The program requires study of research on teaching and effective teachers.

- The program requires study of advanced teaching strategies and models of teaching.

III. RELATIONSHIP TO WORLD OF PRACTICE

Clinical and Field Based Experience

- Student teaching is done through cooperative programs in selected schools having well-planned curriculums, needed teaching materials, and professionally educated staff members with successful teaching experience. There are provisions for supervision by the institutional faculty, involving both academic subject and education areas, and for special preparation of supervisors from both the school and the institution.

- Education students are placed only in those elementary and secondary schools that are state accredited and have state certified personnel for the early professional experience and student teaching.

- Institutions make arrangements with school systems which include mutually agreed upon:

  - Activities,, services, and compensation;

  - Roles and responsibilities;

  - Provisions for solving problems and the coordination of ongoing activities; and

  - Means for revision to meet changing needs and conditions.

- In addition to those who assume the specific instructional and supervisory role, all institutions and elementary and secondary schools engaged in providing laboratory experiences for prospective teachers set up properly designated and publicized channels and offices for efficient operation and communication. The contact person for the institution and the contact person for the school district are clearly identified.

- Cooperating teachers and other field-based supervisors have a minimum of three years of experience in the area(s) they are supervising, are certified for the area(s) in which they are teaching or working, and have had two semester hours or three quarter hours in supervision of student teaching.

- The teacher education unit has criteria for the training, selection, and evaluation of cooperating teachers.

- The program requires classroom professional experience prior to student teaching.

- The program requires ten weeks of student teaching in an accredited school with a qualified cooperating teacher.

- A program of supervised practical experience is included in the curriculum designed for the development of initial competence in an educational role (e.g., counselor, principal, superintendent, supervisor). These experiences are designed both to develop competency and to serve as a basis for evaluating performance.

Follow-up of Graduates

- The professional education unit maintains relationships with graduates from its professional education program(s). This relationship will include assistance to first year teachers and others beginning new professional roles in the unit's geographic area.

- The unit keeps abreast of emerging evaluation techniques and engages in regular and systematic evaluation to determine the success and quality of graduates in the professional education roles for which they were prepared.

- Follow-up studies of graduates are used by the unit to assess the relevance of the professional education program(s)'s objectives and to modify and improve the program(s) appropriately.

- The institution has developed arrangements with school districts in the area to provide professional development services to its graduates in professional roles as an extension of the professional education program. The provision of services to beginning teachers and other graduates in new professional education roles could be developed cooperatively with other colleges and/or universities.

- Follow-up studies of graduates of advanced programs are conducted to assess the relevance of the program objectives and to modify the programs. Data is collected from employers of the graduates of advanced degree programs in relation to the program's effectiveness.

- All advanced programs leading to an advanced degree (master's, specialist, or doctorate) require study of statistics, and research methods. All advanced programs leading to the doctorate require more than one course in statistics and more than one course in research methods and/or research design.

Relationship with Field

- Faculty are closely and continuously involved with the professional world of practice in elementary and secondary schools.
- Faculty are actively involved in local, state, national, and/or international professional associations in their area(s) of expertise and assignment.
- Definitions and requirements affecting working relationships between the schools and the institutions are explicit, clear, and well publicized. Officials of both the preparing institution and the elementary and secondary schools are certain that all programs are operated within all existing regulations.
- The institution maintains appropriate linkages with practicing professionals of the area of the advanced preparation program. These professionals have input into the program design, implementation and evaluation.

IV. STUDENTS

Admission

- The admission procedures to the teacher education program require attention to the characteristics of the students admitted to the program with potential for professional success in the schools. Students admitted in professional education programs must be proficient in communication and other basic skills.
- The teacher education unit uses incentive procedures in an effort to attract and recruit quality candidates into the program. Applicants from diverse economic, social, and cultural backgrounds are encouraged.
- The teacher education unit requires assessment of students admitted to the unit to objectively and systematically determine specific strengths and weaknesses of personal characteristics and basic skills proficiency of students preparing to teach. The unit requires all of the following:
    - Standardized basic skills proficiency tests for the basic program;
    - Faculty recommendations;
    - Biographical information; and
    - Successful completion of college/university coursework with at least a 2.5 grade point average on a 4 point scale.

In addition, the unit may require the following to assist in determining whether to admit students into the program:

- Standardized personality test;
- Interview;
- Video tapes;
- Aptitude tests; and
- Others

- The teacher education unit provides orderly methods of obtaining and maintaining information related to candidates applying for admission to teacher education.

- The teacher education unit establishes consistent procedures to be used to determine eligibility for student teaching.

- The teacher education unit exhibits written policies that ensure all teacher education students due process regarding all decisions related to admission, retention, and certification.

- The teacher education unit provides an advisory system to assist and advise all education students of the requirements for the completion of their professional program and gain certification.

- The program requires observation and field practicum experience in elementary school, secondary school, or preschool settings appropriate to the exceptional child endorsement specialization and full-time student teaching in the specific area and grade level of certification.

- A comprehensive admission system operates to assess the personal characteristics and academic proficiency of students seeking admission to advanced program. Included are:

    - An evaluation of academic proficiency, such as MAT or GRE;
    - Faculty recommendations;
    - Record of competence and effectiveness in professional work; and
    - Graduation from a regionally accredited college or university.

- A published set of criteria specifies acceptable levels of performance of admission to advanced programs. These criteria exceed those for admission to basic or undergraduate programs.

- The institution applies selective admission and retention standards for students in the advanced programs.

Monitoring - Assessment/Competencies

- The teacher education unit has a well defined plan for the evaluation of the performance of students enrolled in its teacher education programs. The procedures for monitoring student progress must include the following:
  - Maintaining a minimum cumulative GPA of 2.5;
  - Observation by faculty in coursework and field experiences;
  - Faculty recommendations;
  - Demonstrated competence in academic and professional work; and
  - Recommendation from the appropriate professionals in the schools.
- There exist written procedures and criteria for monitoring student progress in the programs which include periodic review by students and their advisors.

Advisory Services

- The institution provides an advisory system for students in advanced programs.

Completion of Program/Evaluation - Exit Criteria

- The teacher education unit allows for alternatives to the established admission procedures but ensures that all teacher education students completing a program will exit at the the required level of competence.
- The teacher education unit assesses the academic and professional competence of education students prior to recommending certification. Multiple evaluation methods (such as standardized tests, course grades, and performance in classroom or school setting) are used to determine the academic and professional competence of education students prior to completion of the program.
- The teacher education unit published criteria that specify acceptable levels of performance for exit from all professional programs offered by the unit.
- All students recommended for certification have completed a two semester/three quarter credit course in North Dakota Native American Studies.

- The teacher education unit is responsible for verifying that students have successfully completed the approved program and the specific teaching program major or minor and level. All credits in professional education and the teaching major must be earned at an accredited institution.

- Institutions are responsible to the North Dakota Department of Public Instruction, Office of Certification, for recommending their graduate students for the appropriate (respective) certificate.

- The institution has a system for program evaluation assuring continued professional appraisal and improvement.

- The institution assesses the competence of its advanced students prior to the completion of the program which is also prior to the institution recommending certification.

- A published set of criteria specifies acceptable levels of performance for exit from all advanced programs or for recommendation for certification.

V. FACULTY

Qualification/Assignment

- The teacher education faculty have earned the terminal degree or have expertise in their field. They have formal advanced study in each field of specialization that they teach or have demonstrated such competence through independent scholarly activity.

- Teacher education faculty have had experience in such professional activities as curriculum improvement, research, writing, and professional associations.

- Teacher education faculty with responsibility for supervision of school-based experiences have had training in supervision as well as professional experience in a school setting at the level they are supervising.

- Part-time (to the institution) faculty meet the same requirements for appointment as full-time faculty and are employed on a limited basis when they can make significant contributions to the program.

- The assignment of graduate assistants to instructional roles is limited to their areas of expertise as demonstrated by degrees held, formal study, and experience.

- Faculty in advanced programs have the terminal degree. In addition, they have formal advanced study in each field of specialization they teach.

- Faculty who teach at the sixth-year and doctoral levels have earned the doctorate and have formal study in each field of specialization in which they teach and conduct research.
- Part-time faculty meet the requirements for full-time faculty and are employed on a limited basis.
- Each advanced program leading to the doctorate has at least three full-time faculty who have earned the doctorate in the field of specialization for which the degree is offered.
- Faculty involved in advanced programs are engaged in research, publication, and other scholarly activities. Scholarly activity includes published research, articles published in referred journals, program evaluations, or grant-seeking efforts. Since these advanced programs deal with the preparation of personnel for schools, faculty are encouraged to direct their research activities toward schools and school personnel.

Faculty Load

- There exist written and enforced policies that limit faculty teaching and supervisory loads and related assignments to make possible effective teaching performance and time for scholarly development and professional service.
- Supervision of field based experiences offered by the teacher education unit do not exceed a ratio of 18 full-time equivalent students to one full-time equivalent faculty member.
- There are sufficient numbers of faculty to support the advanced programs offered. There exist written and enforced policies that limit faculty teaching load, supervisory and advisory load, and related assignments to make possible effective teaching performance and time for scholarly activity and professional service.
- The graduate faculty teaching load shall be lower than that of undergraduate faculty and no greater than the equivalent of nine semester hours per term. Load includes teaching classes, advising, directing seminars, supervising clinical experiences, and directing theses and dissertations.
- Faculty loads in the professional education unit reflect differences in assignments for teaching undergraduate or graduate classes, advising, directing seminars, supervising clinical experiences, and directing theses and dissertations. The teaching load of undergraduate faculty should be comparable to the teaching loads in other academic units in the institution. Graduate faculty should have a teaching load of no more than the equivalent of nine semester hours. Workloads provide for adequate faculty involvement in curriculum development, institutional committee work, and other

internal service responsibilities as well as teaching research, and external service.

Faculty Development

- The institution has a systematic, comprehensive, written plan for faculty development to provide opportunities such as inservice education, developmental leave, travel support, summer leave, and inter-institutional visitation, fellowships, and work in elementary and secondary schools. The plan includes opportunities for developing and implementing innovations and for developing new areas of expertise.
- Professional education faculty are provided significant faculty development support that is at least at the level of other units in the institution.

Faculty Evaluation

- Evaluation of faculty is based upon data designed to identify continuing effective competence in teaching, scholarly competence, and service. Evaluation data form the basis for decisions of salary, promotion, and tenure.
- Faculty continuously demonstrate competence in teaching through direct measures of teaching effectiveness such as student evaluations.
- Scholarly performance demonstrated by faculty includes, but is not limited to, published research, articles published in professional journals, program evaluation studies, documentation of ongoing activities, or grant-seeking. Collaborative research across disciplines or with practitioners is encouraged by the institution.
- Faculty provide education-related services at the local, state, national, and/or international levels.

VI. GOVERNANCE

Relationship of Program to Institution

- The teacher education unit (school, college, or department) is administratively identifiable in the institution.
- The institution's mission is compatible with the teacher education unit's mission.

Authority/Autonomy

- The teacher education unit is officially responsible for the preparation of teachers and other school personnel. The unit controls the degree requirements and recommends candidates for certification.

Structure and Administration

- The teacher education unit is composed of teacher education faculty and an officially designated professional educator is responsible for management and operations of the unit.
- Policies and operating procedures for the teacher education unit are clear, comprehensive, written, and public.
- The teacher education unit is responsible for the teacher education program(s) including developing and implementing policies for admission and retention of students, faculty and staff development, program design (including implementation, evaluation, and modification), and setting goals. In other words, the teacher education unit has the authorities and responsibilities of a professional school.
- The governing unit in the institution for advanced programs for education professionals is the same unit as for the teacher education.
- In institutions operating several programs, there are provisions for communications, cooperation, and deliberate coordination across programs.
- Data is available to indicate the objectives being served, the unique and cooperative program provisions, and the means of program evaluation.
- Policies and operating procedures for advanced programs are clear, comprehensive, written, and public.
- Each advanced study program and specialization has adequate support resources of staff, equipment, special facilities, library, and general institutional support to assure quality. The level of support exceeds that for undergraduate programs.

Planning

- The teacher education unit has a long-range plan which is in congruence with the institution's long-range plan.
- The institution has a written long-range plan for the renovation/updating of physical facilities.

VII. RESOURCES

Personnel

- Workload of part-time faculty and graduate assistants is limited, and they are supervised by full-time faculty to ensure program integrity, quality, and continuity. The proportion of part-time faculty should be limited in order to prevent the fragmentation of instruction and the erosion of program quality that can accompany excessive use of part-time faculty.
- The institution ensures that there are sufficient numbers of qualified professional faculty to support all programs offered by the teacher education unit.
- The administrative personnel is sufficient to coordinate the teacher education unit.
- Clerical and technical staff are sufficient to support programs offered.

Fiscal

- The budget base for the teacher education unit is sufficient to meet the mission and needs of its various programs, including field-based experiences.

Facilities

- The institution makes every effort to ensure that facilities are accessible to individuals with disabilities.
- Faculty and education students have well maintained and functional office and instructional space, as well as, other space necessary to carry out their responsibilities.

Library, Equipment, Supplies

- Faculty are provided supporting resources that permit them to fulfill their instructional, research, and other responsibilities at a high level of performance. Supporting resources may include, but not be limited to, financial assistance for research, travel support, adequate library collections, computers, instructional media technologists, assistants, project assistants, secretaries, and clerks.
- Relevant media and materials collections is easily accessible for use by education students.
- Library holdings are adequate in terms of scope, breadth, and currency to support the unit in each program area.

- Systematic and periodic reviews of library and media materials are conducted.
- Adequate financial support has been provided during the last five years for periodicals listed in Education Index, books, films and filmstrips, computer hardware and software, and other educational media.
- Necessary supplies are provided to support faculty, students, staff, and administration in the operation and implementation of programs, policies, and procedures.
- A process of evaluation of individual programs and of the total program are in place. The process systematically assesses graduates upon completion of the program and in the profession to determine whether the program is accomplishing the stated objectives.
- There are sufficient numbers of faculty with sufficient professional expertise and formal study in the fields taught to support all programs offered by the unit.

NAME OF ACCREDITING STATE: OHIO

MAILING ADDRESS:

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STANDARDS PUBLICATION: Teacher Education and Certification Standards - Administrative Code (adopted 12/14/85; effective 7/1/87)

PROFILE: ACCREDITATION STANDARDS - OHIO

I. ELIGIBILITY

General

- A college or university desiring to prepare teachers shall obtain authorization to grant the applicable baccalaureate or advanced degree from the Ohio Board of Regents prior to seeking approval from the State Board of Education.

- A college or university seeking initial or continuing approval to prepare teachers shall submit evidence that its governing body, administration, and faculty regard teacher education as one of the integral parts of the college or university's total purpose and support teacher education commensurate with defined purposes and objectives.

- The approval of a college or university by the State Board of Education to prepare teachers shall be for specific types of certificates including grade levels or subjects.

Relationship Between Accreditation and Certification

- The college or university shall recommend for certification only an individual who has successfully completed the examination pertinent to the type of certificate desired.

- Evidence of successful completion of the examination shall be placed in the cumulative record and on the transcript.

II. CURRICULUM

Overall Institutional

- The general education program for teacher education students shall be defined with purposes and objectives and shall consist of at least 30 semester hours of studies in humanities, mathematics, natural sciences, and social sciences.

- Area of concentration or specialization - The programs for pre-kindergarten, kindergarten-primary, and elementary certificate shall include an area of concentration which is defined through purposes and objectives, which consists of at least 20 semester hours, and which is selected from the humanities, mathematics, natural sciences, or social sciences.

- The Dean or head of an approved teacher education program must recommend student for certification.

- The body of knowledge, skills, attitudes, and values determined essential for effective practice shall be specified for each certificate for which the college or university is approved to prepare individuals. The curriculum for each certificate shall identify the sequential learning needed to attain the specified body of knowledge, skills, attitudes, and values; and shall include instructional objectives and a syllabus for each course, clinical experience, and field based experience.

- Curriculum content shall be defined with purposes and objectives, shall be developed with consideration of guidelines set forth by appropriate learned societies and professional organizations, and shall include the semester hours set forth in the Administrative Code.

- Each student in a certification program for educational personnel (administrators and pupil personnel such as speech-language pathologist) shall demonstrate the ability to apply research to the solution of educational problems.

- Instruction in the professional education courses within each teacher education curriculum shall involve the use of a variety of appropriate instructional methods and organizational procedures that provide teacher education students with models which contribute to effective teaching.

- Instruction shall ensure that each student in a certification program for classroom teachers will be able to utilize effectively various types of educational media and technology.

Specialist Courses (Core Curriculum)

- The program for the special certificate for education of the handicapped shall include an area of specialization which is defined through purposes and objectives, which consists of at least 20 semester hours, and which is selected from one of the following areas:

    - Developmentally handicapped;

    - Hearing Handicapped;

    - Multihandicapped;

    - Orthopedically handicapped;

  - Severe Behavior Handicapped;
  - Specific Learning Disabled; and
  - Visually Handicapped.

- The professional education program for each type of certificate shall be defined with purposes, objectives, coursework, and clinical and field based experiences based on knowledge derived from research about teaching, learning, school improvement, and current best practices, and shall include the semester hours set forth in the Administrative Code. Thirty semester hours for prekindergarten, kindergarten - primary, elementary, middle grades, K-12, and education of handicapped pupils. Twenty-four semester hours for high school.

  - The professional education program shall provide for acquisition of knowledge, skills, attitudes, and values from the study of historical, philosophical, psychological, and sociological foundations of education;

    (a) Development and organization of modern education, including ideas, leaders, movements, and the role of research and scholarship;

    (b) Cultural, psychological, and sociological bases of human diversity;

    (c) Principles of human development, growth, and learning with practical application to teaching;

    (d) Organization of schools; and

    (e) Legal and ethical implications of teaching.

  - The professional education program shall provide for acquisition of knowledge, skills, attitudes, and values related to the construction and implementation of curriculum including at least the following areas:

    (a) Theoretical understandings of various curriculum designs;

    (b) Process of curriculum construction; and

    (c) Selection, preparation, and effective utilization of educational media, technology, and textbooks to facilitate pupil learning.

- The professional education program shall provide for acquisition of knowledge, skills, attitudes, and values determined essential for effective instructional practices, including at least the following:

  (a) Methods, materials, and technology for teaching curriculum content;

  (b) Teaching of reading in the content area;

  (c) Teaching problem-solving and thinking skills;

  (d) Promoting individual pupil learning in culturally, racially, and socio-economically diverse settings;

  (e) Diagnosing pupil learning needs on both an individual and group basis and prescribing appropriate instructional strategies to address the needs of pupils, including those with exceptionalities and differing learning styles;

  (f) Evaluating pupil learning;

  (g) Applying planning and management skills to instruction, discipline, and behavioral concerns for the purpose of sustaining a positive classroom environment conducive to learning; and

  (h) Communicating and working with pupils, parents, teachers, and other adults to promote mutual understanding and respect.

o The provisional certificate for education of the handicapped, valid for teaching handicapped pupils in the area specified in the certificate in grades K-12 shall be issued to an individual who:

- Holds a baccalaureate degree;
- Is deemed to be a good moral character;
- Has successfully completed an approved program of teacher preparation, including an examination prescribed by the State Board of Education; and
- Has been recommended by the Dean or head of teacher education at an approved institution.

- The approved program shall provide for the following:
    - General education shall include a minimum of 30 semester hours well distributed over the humanities, mathematics, natural sciences, and social sciences;
    - Professional education shall include a minimum of 30 semester hours of coursework and clinical and field based experiences designed for teaching the handicapped in grades K-12;
    - The curriculum content shall include a minimum of 30 semester hours of coursework well distributed over the areas of health, language arts, mathematics, music, physical education, reading, science, social studies, and visual art;
    - The area of specialization shall include a minimum of 20 semester hours of coursework in one of the following areas:
        - (a) Developmentally handicapped;
        - (b) Hearing handicapped;
        - (c) Multihandicapped;
        - (d) Orthopedically handicapped;
        - (e) Severe Behavior Handicapped;
        - (f) Specific Learning Disabled; and
        - (g) Visually Handicapped.
- School Speech-Language Pathologist shall include the following components:
    - Normal aspects of communication;
    - Disorders of communication;
    - Educational foundations and fields related to the practice of school speech-language pathology;
    - Clinical and field based experience in a school setting including at least ten weeks of student teaching;
    - Master's degree; and

- Coursework and field based experiences well distributed over communication, education, and related fields.

o The pupil personnel certificate shall be issued in the following areas to an individual who has evidenced the requirements specified below:

- Occupational Therapist:

  (a) Baccalaureate degree; and

  (b) Current license to practice occupational therapy issued by the Ohio Occupational Therapy and Physical Therapy Board.

  Physical Therapist:

  (a) Baccalaureate degree; and

  (b) Current license to practice physical therapy issued by the Ohio Occupational Therapy and Physical Therapy Board.

Other Special Requirements

o No provision stated.

III. RELATIONSHIP TO WORLD OF PRACTICE

Clinical and Field Based Experience

o Relationships between the college or university and approved or chartered schools or school districts for the purpose of providing teacher education students with field based experiences shall be formulated and set forth in writing and shall include the following mutually agreed on items:

- Activities, services, and compensation;
- Roles and responsibilities;
- Provisions for coordinating on-going activities and solving problems;
- Means for revisions to meet changing needs and conditions; and
- Professional development programs for persons involved in the preparation of individuals for teacher certification.

- Clinical and field based experiences shall be provided consistent with the purposes and objectives of each certification program for classroom teachers and shall be developed with participation by representatives of approved or chartered schools or school districts, including administrators, supervisors, and teachers; the college or university; and teacher education students.

- Clinical and field based experiences for each student in a certification program for classroom teachers shall be planned with specific learning objectives to ensure increased proficiency in performing various teaching responsibilities and shall comply with the following requirements:

  - Begin early in the program, continue in a sequential manner; and relate to school age youth;

  - Be equivalent in time to ten weeks in addition to student teaching; and

  - Provide teacher education students opportunities to apply theory and skills directly related to the field of certification in at least one half of the total clinical and field experience time.

- Each student shall satisfactorily participate in a series of clinical experiences conducted under the direction and supervision of experienced faculty in a controlled environment which may be in a college or university classroom or laboratory, or in a field setting.

- Each student shall participate in field based experiences in culturally, racially, and socioeconomically diverse settings. Field based experiences shall include the following provisions:

  - Supervision by college or university faculty and appropriate school personnel;

  - Evaluation by college or university faculty; and

  - Student teaching for at least ten weeks in which the teacher education student shall be expected to follow a teacher's regular schedule.

- College or university supervision of student teaching shall be conducted or augmented by professional persons having specialization within the particular field of the student teaching assignment.

- Assessment of student teaching performance shall include systematic procedures that have been developed and implemented with the assistance of cooperating teachers. The purpose for the assessment shall be to ensure that students have acquired the knowledge, skills, attitudes, and values determined essential for entry level teaching.

- The professional education program shall include clinical and field based experiences that provide for observation and practice, including the evaluation of individual teaching skills. Each student in a certification program for classroom teachers shall participate in field based experiences in culturally, racially, and socioeconomically diverse settings.

- A certification program for educational personnel shall provide each student with field based experiences which are designed specifically for the desired certificate and which are supervised and evaluated by college or university education faculty.

- Space, equipment, and staff shall be available for planning, recording, and evaluating clinical experiences.

Follow-up of Graduates

- Each college or university shall evaluate its teacher education programs at least every five years. A well defined plan of evaluation shall be implemented and shall include the following:

  - Continuous study, development, and improvement of teacher education programs; and

  - Follow-up of graduates.

Relationship with Field

- Relationships between the college or university and approved or chartered schools or school districts for the purpose of providing teacher education students with field based experiences shall be formulated and set forth in writing and shall include the following mutually agreed on items:

  - Activities, services, and compensation;

  - Roles and responsibilities;

  - Provisions for coordinating on-going activities and solving problems;

- Means for revisions to meet changing needs and conditions; and
- Professional development programs for persons involved in the preparation of individuals for teacher certification.

IV. STUDENTS

Admission

- o A plan for continuous recruitment and counseling shall be implemented to encourage the enrollment of individuals who evidence potential for becoming outstanding teachers. This plan shall include objectives for encouraging the enrollment of individuals from culturally, racially, and socioeconomically diverse backgrounds and shall include the following elements:
  - The criteria for identification of potential candidates; and
  - The procedures by which the plan will be implemented and evaluated.
- o Admission and retention of an individual desiring certification shall be conducted pursuant to criteria and procedures adopted by the governing body of the college or university. The criteria and procedures shall be free of cultural bias, shall include provisions for determining whether the individual is of good moral character pursuant to the Administrative Code, shall relate to the acquisition of the body of knowledge, skills, attitudes, and values determined essential for effective performance in the area of certification, and shall include the following provisions:
  - The college or university shall assess each individual as a condition for admission to a teacher education program.
    - (a) A formal plan for assessment free of cultural bias shall be developed and implemented for selection of students and for diagnosis of strengths and needs which must be addressed throughout the teacher education program; and
    - (b) The plan shall include provisions for cognitive and affective assessment to assure the potential for attaining the knowledge, skills, attitudes, and values determined essential for effective performance in the area of certification. Assessment shall include, but not be limited to:
      - (1) Measures of oral and written communication and mathematics skills;

(2) Measures of academic attitude and achievement; and

(3) Determination of appropriate interpersonal relations and motivation.

Monitoring - Assessment/Competencies

- Decisions regarding the retention of each teacher education student shall be made on the basis of continuous evaluation of progress during participation in coursework, clinical experiences, and field based experiences. Evaluation criteria shall be predicated on satisfactory progress toward acquiring and utilizing the requisite body of knowledge, skills, attitudes, and values.

Advisory Services

- A college or university approved to prepare individuals for certification shall provide the comprehensive teacher education student services listed in this paragraph.
- Orientation to the following:
    - Teacher education;
    - Characteristics, rules, regulations, and policies of participating schools;
    - Resources available to assist in acquisition of the requisite body of knowledge, skills, attitudes, and values;
    - Career options available through teacher education;
    - Employment potential, conditions, and salaries in the various career options;
    - Professional rights and responsibilities; and
    - Teacher and other education related organizations.
- Individualized counseling that is scheduled on a regular basis throughout the college or university experience to provide for scheduling and review of courses or experiences based on self assessment, career objectives, and needs assessment.
- Placement Services for graduates seeking initial or subsequent employment in education.

Completion of Program/Evaluation - Exit Criteria

- Prior to the recommendation of an individual for certification, a college or university shall administer the prescribed State Board of Education examination appropriate to the certificate desired.

- The examination for certification as a classroom teacher shall measure knowledge of general education, knowledge of professional education, and knowledge of curriculum content. The examination for certification of educational personnel shall measure knowledge in the area of specialization. Such examinations shall be free of cultural bias.

- The college or university shall recommend for certification only an individual who has successfully completed the examination pertinent to the type of certificate desired.

Multicultural Groups and Persons with Disabilities

- Criteria, policies, and procedures shall not violate applicable laws and regulations pertaining to discrimination on the basis of age, gender, handicapping condition, political affiliation, race, religion, or socioeconomic status of teacher education students.

- Due process procedures shall be specified and available to any individual affected by the criteria, policies, or procedures.

- The professional education program shall include clinical and field based experiences that provide for observation and practice, including the evaluation of individual teaching skills. Each student in a certification program for classroom teachers shall participate in field based experiences in culturally, racially, and socioeconomically diverse settings.

V. FACULTY

Qualification/Assignment

- Each member of the professional education faculty shall have academic preparation appropriate to each teaching and supervisory assignment. Specific faculty competence shall be evidenced for each certificate for which individuals are prepared.

    - Each professional education faculty member shall give evidence of utilizing the knowledge base including research findings related to the knowledge, skills, attitudes, and values determined essential for effective practice.

- Each member the professional education faculty shall have had at least three years of satisfactory and appropriate experience in an approved or chartered school or school district related to teaching assignments or services to be performed, or comparable experience as may be approved by the State Department of Education.

- Part time professional education faculty shall be utilized under the following conditions:

  - There is a need for a special competence neither represented on the regular faculty nor requiring a full time faculty members; or

  - There is a need for temporary additional services in the areas of competence already represented on the full time faculty; and

  - There is a formal plan that ensures continuity of the professional education programs in which the individual teaches. The plan shall include the following provisions:

    (a) Orientation to responsibilities;

    (b) A planned program of professional development;

    (c) Supervision of instruction; and

    (d) On-going evaluation.

- The professional education faculty shall represent a level of academic preparation and teaching load commensurate with other faculty who teach baccalaureate and advanced courses.

- The professional education faculty shall be accorded the rights and privileges commensurate with other faculty who teach baccalaureate courses and advanced degree courses, respectively.

Faculty Load

- The professional education faculty teaching load shall be consistent with the established purposes and objectives of teacher education. The professional education faculty shall be provided adequate time to do the following activities:

  - Advise and counsel teacher education students;

  - Work on various advisory, planning, development, and evaluation committees; or

  - Conduct research, write, or be involved in other such appropriate experiences as are required by the college or university.

- Professional education faculty shall be assigned in sufficient numbers to provide the planning, instruction, direction, supervision, evaluation, school liaison, advising, and counseling required by this rule.

  - The faculty/student ratio required to implement the provisions of the Administrative Code shall be at least one full time equivalent professional education faculty member for each 14 full time teacher education students in certification programs for classroom teachers and at least one full time equivalent professional education faculty member for each 14 full time students in certification programs for educational personnel.

  - A full time equivalent professional education faculty member shall be assigned to plan, supervise, and evaluate student teaching experiences for each 14 full time equivalent teacher education students involved therein.

Faculty Development

- A college or university shall implement a plan of professional development for the professional education faculty which includes meaningful participation by each faculty member in on site school experiences appropriate to teaching assignments or services which are performed at least every three years.

Faculty Evaluation

- No provision stated.

VI. GOVERNANCE

Relationship of Program to Institution

- A college or university seeking initial or continuing approval to prepare teachers shall submit evidence that its governing body, administration, and faculty regard teacher education as one of the integral parts of the college or university's total purpose and support teacher education commensurate with defined purposes and objectives.

- Each college or university shall implement plans for the long-range development of teacher education. The plans shall be a part of a design for total college or university development.

Authority/Autonomy

- (See "Structure and Administration" which follows.)

Structure and Administration

- The primary responsibility for the preparation of teachers within a college or university shall be exercised by a clearly defined and organized administrative and instructional unit, such as a college, department, division, or school of education.

- The college or university shall select one or more advisory committees of interested groups from within the college or university, interested groups from within approved or chartered schools or school districts, and interested citizens.

- The college or university shall utilize the committees for the purpose of advising on the design, approval, and continuous evaluation and development of teacher education.

- Criteria, policies, and procedures shall be adopted by the college or university to govern teacher education.

    - Criteria, policies, and procedures shall not violate applicable laws and regulations pertaining to discrimination on the basis of age, gender, handicapping condition, political affiliation, race, religion, or socioeconomic status of teacher education students;

    - Due process procedures shall be specified and available to any individual affected by the criteria, policies, or procedures.

- An administrator shall be employed and assigned adequate time to provide leadership and direction to the unit within the college or university having responsibility for teacher education.

    - The administrator shall be qualified for such position as evidenced by extensive academic preparation and experience associated with an approved or chartered school or school district and higher education;

    - The administrator shall be responsible for recommending certification of those teacher education students who have satisfactorily met the requirements prescribed by the State Board of Education and the laws of Ohio and who have evidenced the following:

        (a) Completion of an approved program of teacher education;

(b) Completion of all appropriate components of the State Board of Education prescribed assessment for the certificates sought; and

(c) Good moral character.

- The administrator shall be the college or university's official representative in working with the State Department of Education.

Planning

o Each college or university shall implement plans for the long-range development of teacher education. The plans shall be part of a design for total college or university development.

VII. RESOURCES

Personnel

o Professional education faculty shall be assigned in sufficient numbers to provide the planning, instruction, direction, supervision, evaluation, school liaison, advising, and counseling required by this rule.

Fiscal

o Financial stability and resources shall be evidenced for the accomplishment of announced purposes and procedures to meet the teacher education and certification standards established by the State Board of Education.

o A clear and accurate analysis of the college or university's financial status with special emphasis on adequate financial support of teacher education shall be presented jointly by the president or the college or university and the administrator responsible for teacher education in a financial statement at the time of the on site evaluation by the Ohio Department of Education.

o In support of state standards, the State Department of Education provides an annual subsidy for teacher education on a per-graduate basis currently amounting to approximately $1,000 per-graduate.

Facilities

o Physical facilities, instructional materials, equipment, and other resources essential for conducting teacher education shall be provided.

- The physical plant shall be designed to fulfill the college or university's defined purposes for teacher education, and shall provide for the safety and health of students and faculty.

- Laboratories and laboratory equipment shall be available for instructional purposes for each teaching field in which teacher education students are prepared. The laboratories and laboratory equipment shall be provided according to recognized professional guidelines.

Library, Equipment, Supplies

- The library shall support the instruction, research, and services pertinent to each certificate for which teacher education students are prepared.

    - The recommendations of professional education faculty, national learned societies, and education organizations shall be considered in maintaining and building the collection for each certification program;

    - Procedures and equipment shall conform to accepted modern practices, including cataloging methods, arrangements of books and periodicals, and adequate hours of accessibility; and

    - The library shall be administered on a full time basis by a professionally trained librarian.

- An educational media center shall be maintained either as a separate unit or as part of the library. The center shall meet the following provisions:

    - Maintain hours of accessibility which support teacher education student learning;

    - Serve as a laboratory of material and educational media for instruction; and

    - Provide the following materials which shall be cataloged according to professionally recognized standards:

        (a) A wide array of books commonly used in approved or chartered schools;

  - (b) Various types of educational media;
  - (c) Various types of materials used in evaluation of learning; and
  - (d) Curriculum patterns, courses of study, and teaching units.

- Provide workshop facilities for the preparation of new instructional materials including access to electronic, photographic, and other equipment; and
- Be administered by a professionally trained person with experience in education and educational media.

ACCREDITING STATE: OKLAHOMA

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STANDARDS PUBLICATION:
Teacher Education and Certification Handbook (1989)

PROFILE: ACCREDITATION STANDARDS - OKLAHOMA

I. ELIGIBILITY

- The State Board of Education shall have full and exclusive authority in all matters pertaining to standards of qualification and the certification of persons for instructional, supervisory, and administrative positions and services in the public schools of the state, and shall formulate rules and regulations governing the issuance and revocation of certificates for county superintendents of schools, district superintendents of schools, principals, supervisors, librarians, school nurses, visiting teachers, classroom teachers, and for other personnel performing instructional, administrative, and supervisory services.

- The college and university must have regional accreditation through membership in the North Central Association of Colleges and Universities.

- Programs are reviewed every five years in order to maintain accreditation.

II. CURRICULUM

Overall Institutional

- General Education is based on those studies known as the liberal arts which embrace the broad areas of the humanities, mathematics, the biological and physical sciences, the social and behavioral sciences, and oral and written communication skills. College credit used to satisfy the requirements in General Education, in an amount not to exceed 12 semester hours, may also be counted in meeting requirements in the field of specialization. College credit used to satisfy the requirements in Professional Education shall not be counted toward meeting requirements in General Education. The General Education program shall:

    - Stimulate scholarship that will give understanding and help prepare people for change;

    - Foster individual fulfillment and nurture free, rational, and responsible adults;

    - Cultivate appreciation for the values associated with a free society;

    - Contribute to the development of leaders who are intellectually competent, imaginative, and vigorous;

- Contribute to professional knowledge and its application; and
- Encourage discernment of the values inherent in world cultures.

o General Education is a developmental experience emphasizing the first two years of higher education and extending throughout the baccalaureate program.

o Each institution approved for the education of teachers shall be responsible for building a sequential program of general studies. A minimum of 50 semester hours in General Education is required, distributed so that:

- Upon successful completion of the General Education component, the student shall have acquired competencies in each of the following areas:
  - (a) Communications Skills - Conversational speaking, composition, listening, and reading;
  - (b) Mathematics - Computation, applications, thought processes, vocabulary, and concepts;
  - (c) United States History and Government - The growth and development of the United States as a nation, its place in world affairs, and an analysis of the United States constitutional government;
  - (d) Science - Physical and biological sciences;
  - (e) Behavioral Sciences - The study of psychology, and/or sociology, and/or anthropology; and
  - (f) Arts and Humanities - The study of significant ideas of western civilization as manifested in art, literature, music, and philosophy (course work shall be completed in a minimum of two of these areas).
- Any electives needed to fulfill the 50 hour minimum requirement may be selected from the abovementioned or the following:
  - (a) Contemporary World Culture - Social, geographic, political, and economic conditions and their impact on current problems in the world and nations, foreign language, American ethnic studies, and world literature with emphasis on, but not limited to, the writings of English and American authors;
  - (b) Practical Arts - Skills in areas such as typing, business, accounting, home economics, industrial arts/technology

education, agriculture, drafting, computer science, and library science; and

(c) Health and Physical Education - The principles of health and physical education as they apply to the individual and the community.

- No persons shall be granted a standard certificate to teach in the public schools of Oklahoma unless he/she has satisfactorily completed a course of two or more semester hours in the education of the exceptional child. The course shall include instruction on identification of children with learning disabilities caused by neurological disorder, mental retardation, and sociological factors. The course shall provide information on methods/techniques for teaching exceptional children and sources of referral/assistance to teachers and parents.

- The general requirements which shall be met for each class of certificate are detailed below. Additional minimum requirements for each approved program are described in detail later in this document under each program heading, e.g., Elementary, Music, or Science.

  - License - To be eligible for a license, the applicant shall have:

    (a) Completed an approved certificate program at an accredited college or university and received a recommendation from that institution; and

    (b) Passed the state teacher certification test(s) in the subject(s) for which the certificate is sought.

    (c) Successfully completed the Entry-Year Assistance Program as a licensed teacher.

  - Provisional Level 1 - To be eligible for a Provisional Level 1 Certificate, the applicant shall have:

    (a) Completed an approved certificate program at an accredited college or university which includes a minimum of the following:

      - A baccalaureate degree;
      - Fifty semester hours in General Education;
      - Eighteen semester hours in Professional Education including some work in field experiences, practicum, or student teaching; and

- Twenty-four semester hours in the area of Specialization.

(b) Passed the appropriate state teacher certification test(s).

(c) Successfully completed the Entry-Year Assistance Program as a licensed teacher.

- The applicant for a Provisional Level II Certificate shall:

  (a) Be a graduate of an accredited four-year college or university and hold the appropriate baccalaureate degree;

  (b) Have completed 50 semester hours in General Education as specified under General Education standards for the Standard Certificate;

  (c) Have completed 30 semester hours of appropriate academic preparation in the area of Specialization for the certificate sought;

  (d) Have completed 24 semester hours of appropriate academic preparation in Professional Education including field experiences and student teaching;

  (e) Have passed the appropriate state teacher certification test(s); and

  (f) Have completed an approved program from an accredited college or university and shall have received a recommendation for certification from that institution;

- Standard Certificate (undergraduate) - To be eligible for a Standard Certificate, the applicant shall have:

  (a) Completed an approved certification program at an accredited college or university which includes a minimum of the following:

    - A baccalaureate degree;
    - Fifty semester hours in General Education;
    - Thirty semester hours in Professional Education; and
    - Forty semester hours in the area of Specialization (see individual certificate programs for specific coursework required in the area of Specializatio)..

(b) Passed the state teacher certification test(s) in the subject(s) for which the certificate is sought.

(c) Successfully completed the Entry-Year Assistance Program as a licensed teacher. This applies to all candidates who have completed their initial teacher preparation program after January 31, 1982.

- Standard Certificate (graduate) - To be eligible for a Standard Certificate in a School Service Personnel field (School Counselor, Library Media Specialist, Elementary School Principal, Secondary School Prinicpal, School Superintendent, School Psychometrist, School Psychologist, Speech-Language Pathology) or in the Reading Specialist field, the applicant shall have:

  (a) Completed an approved certificate program which includes the requirements detailed above at the baccalaureate level (see individual programs for specific undergraudate requirements) as well as specified coursework at the graduate level (see individual programs), and

  (b) Passed the state teacher certification test for the certificate sought.

- Emergency - To be eligible for an Emergency Certificate, the applicant shall have:

  (a) A baccalaureate degree;

  (b) Completed 50 semester hours in General Education;

  (c) Completed 12 semester hours in Professional Education; and

  (d) Completed 18 semester hours in the area of Specialization.

o Institutional Recommendation - An applicant for a license/certificate which requires completion of an approved certificate program shall be recommended by the preparing institution for the certificate desired if work was completed in Oklahoma. Evidence of having completed all academic course requirements specified for the certificate desired shall be presented as a part of the application. A statement from the preparing institution declaring the applicant to have completed the appropriate approved teacher education program will normally be accepted as satisfying this requirement.

o In the event an applicant for a standard certificate completed a baccalaureate degree prior to the completion of requirements for the Standard Certificate for which he is currently applying, the General Education requirements shall be considered as fulfilled if a total of 50 semester hours in General Education have been completed. This applies whether or not the work conforms to the work in General Education required for the completion of an approved certificate program in any given college or university.

- An applicant who has held a standard certificate of any kind may be exempt from being required to complete pre-student teaching experiences in the field and from student teaching at least 12 weeks in the school environment provided:

    - The applicant has completed some student teaching in an accredited school; and

    - The applicant has completed three years teaching experience in an accredited school.

    The number of semester hours of Professional Education normally required for the certificate sought may be reduced by the number of pre-student teaching experiences in the field and student teaching semester hours that are required.

- Certified individuals who seek additional certification shall complete the following Professional Education requirements:

    - A methods course appropriate to the second certificate(s) sought; and

    - A developmental psychology course appropriate to the grade level of the certificate(s) sought.

- Teacher education programs shall be in compliance with and shall be subject to review under 1984 teacher certification standards.

- Students admitted to teacher education or any teacher certification program at an institution of higher education which has been approved under 1984 certification standards, shall meet the requirements of these standards. All students admitted to teacher education or any teacher certification program must meet 1984 teacher certification standards.

- All candidates completing an approved program for a license, certificate, or endorsement shall be required to meet 1984 teacher certification standards. However, individuals admitted to Speech-Language Pathology or School Librarian Certificate Programs under standards adopted prior to 1984 at institutions offering only graduate level programs in these areas will be allowed to continue in their existing programs beyond December 31, 1988, provided their official transcripts submitted at the time of certification application document that they were full-time students continuously until program completion.

- The applicant shall successfully complete the Entry-Year Assistance Program as a licensed teacher prior to being issued a certificate.

- Individuals who hold or are eligible to renew major and/or minor credentials as of December 31, 1988, shall be allowed to retain and/or renew their credentials. No new minor credential shall be issued after December 31, 1988.

Specialist Courses (Core Curriculum)

- The following six certificate programs shall fall within the general field of Special Education:

  - Emotionally Disturbed
  - Physically Handicapped
  - Learning Disabilities
  - Mental Retardation
  - Visually Impaired
  - Hearing Impaired

  The first five programs share a common set of Special Education objectives as well as a common core of Special Education course work which is listed within the Special Criteria Section of each certificate program.

- Individuals who have completed requirements for any one of the first five programs listed above may be recommended for certification in any of the other special education programs after having completed the appropriate 12 semester hours under the Specialization category of the program for which additional certification is sought.

- Individuals who have earned a Standard Special Education Certificate based on requirements prior to the 1984 certification standards may be recommended for certification in any of the other special education programs after having completed the appropriate 12 semester hours under the Specialization category of the program for which additional certification is sought.

- Special endorsement - 24 hour graduate semester hours to be selected from the following categories:

Gifted/Talented Education

- Nine graduate semester hours in:

  - Nature and needs of the gifted/talented;

  - Curriculum and instruction for the gifted/talented; and

  - Counseling for the gifted/talented.

- Professional Education - Nine graduate semester hours to be selected from the following courses:
  - Research methods
  - Educational Psychology or Counseling
  - Tests and Measurements
  - Curriculum and Instruction
  - Creativity
  - Practicum in Gifted Education

- Content areas - Six graduate semester hours to be taken in the same content area to be selected from:
  - Mathematics
  - Art
  - Drama
  - Music
  - Specific Foreign Languages
  - Health and Physical Education
  - Language Arts
  - Science or Social Studies

Special Education Core Area

- Minimum of 12 semester hours from areas listed below:
  - Language Development/Disorders and Remediation;
  - Foundations for Reading Instruction;
  - Diagnosis and Remediation of Reading;
  - Study of Assessment Instruments in Special Education;
  - Behavior Intervention and Management;
  - Identification of an Intervention for Exceptional Infants, Children and Adolescents; and
  - Conferencing and Counseling Regarding Exceptional Individuals.

Specialization

- Minimum of 12 semester hours with a specific course in each area:
  - Introduction to and characteristics of specific disability;
  - Procedures for teaching specific disability;
  - Curriculum modifications for exceptional individuals and development of individualized Education Programs; and

  - Practicum in specific disability area - two semester hours minimum.

- This endorsement may be attached to early childhood, elementary, elementary-secondary, secondary, library media spescialist, or vocational-technical certificates. The subject of the endorsement may be taught only at the level of the certificate to which the endorsement is attached. This endorsement is available but not required for individuals to work with gifted/talented students. The Speech-Language Pathology certificate may have this endorsement attached when the professional education component (30 hours) has been completed.

Early Childhood

- Elementary, Secondary, including Vocational, when applicable, and/or Elementary-Secondary license, certificate and/or endorsement
- Has completed a bachelors degree or master's degree if required with a minimum of:
- Twenty-four semester hours of coursework in the specialization which includes six semester hours of upper division credit and the requirements as specified for the subject area endorsement;
- Twenty-four semester hours in the area sought when no conversion or special endorsement exist (i.e., Early Childhood, Elementary, Special Education).

School Service Personnel Certificate

- Includes Speech-Language Pathology;
- Completed the required degree and, when applicable, the required number of post masters semester hours may have specific course work waived, but in no case will the total number of hours be reduced.

Speech-Language Pathology Certification

- Undergraduate Component/Provisional Level II Certificate Only - The applicant shall satisfy:
  - All General Regulations as specified in Certification Manual;
  - All Admission and General Education Standards;
  - Completion of 30 semester hours in the Specialization area; and
  - All Professional Education Standards, including the completion of a minimum of 30 semester hours.

- The undergraduate component requires a minimum of 40 semester hours in the area of Specialization designed to achieve the objectives cited. The 40 semester hours shall include the following areas:

  - Basic areas of Speech and Language. A minimum of nine semester hours with a course in each of the following areas:

    (a) Anatomy and Physiology of Speech and Hearing Mechanism;

    (b) Processes and Perception of Speech and Hearing (Phonetics, Acoustics, and Speech and Hearing Voice Science); and

    (c) Normal Speech and Language Development (Normal Development of Language, Linguistics, Psychology of Speech, and Verbal Learning).

  - Speech Pathology, Nature, Diagnosis, and Treatment - A minimum of 21 semester hours to include six semester hours from areas (a) and (b) below with the remaining course work to be selected from the following areas:

    (a) Articulation Disorders

    (b) Language Disorders in Children

    (c) Introduction to Speech and Hearing

    (d) Stuttering

    (e) Voice Disorders

    (f) Speech and Language - Evaluation Procedures

    (g) Organic Disorders

  - Audiology, Nature, Diagnosis, and Treatment - A minimum of six semester hours to include coursework in areas of Audiology and Aural Rehabilitation below:

    (a) Audiology

    (b) Aural Rehabilitation

    (c) Teaching Speech and Language to the Hearing Impaired

  - Practicum - Four semester hours minimum.

- The applicant shall have completed at least nine semester hours within the past five years. Evidence of speech-language pathology experience in a hospital, other agency, or private practice may be substituted at a rate of three semester hours for each year of experience.

- The applicant shall have completed a minimum of two semester hours in each of the following:
  - History and Philosophy of Education
  - Education of the Exceptional Child

  These hours may be completed at the graduate level or at the undergraduate level applied along with the general education hours, specialization hours and any related elective hours required to complete the baccalaureate degree requirements.

- The applicant shall have completed a program of graduate studies which meets the academic requirements for the Certificate of Clinical Competence (CCC) from the American Speech-Language-Hearing Association (ASHA) or the state license in Speech Pathology from the Oklahoma Board of Examiners in Speech Pathology and Audiology.

- Recency Requirements - The applicant shall have completed at least nine semester hours within the past five years. Evidence of speech-language pathology experience in a hospital, or other agency, or private practice may be substituted at a rate of three semester hours for each year of experience.

- The applicant shall pass the state teacher certification test in Speech-Language Pathology.

Professional Education Standard Certification Requirements

- Professional Education shall include classroom and field experiences incorporating a minimum of 30 semester hours. These experiences shall include course work fulfilling the criteria as specified in the following. College credit used to satisfy the requirements in Professional Education shall not be counted in meeting requirements in the field of Specialization except where specifically designated. College credit used to satisfy the requirements in Professional Education shall not be counted toward meeting requirements in General Education.

- The fulfillment of the Professional Education sequence shall include evidence that the candidate has successfully completed:
  - Appropriate laboratory and field experiences designed to provide a pre-service teacher an opportunity to synthesize, apply and extend knowledge and problem solving abilities acquired in educational foundations, theory, methods courses, and principle subject areas;

- A minimum of 45 clock hours of supervised developmental and sequential pre-student teaching experiences in the field;

- A student teaching experience equivalent to one semester of at least 12 weeks in the school environment; and

- Course work in each of the following areas:

  (a) Foundations of Education
  (b) Human Growth and Development
  (c) Learning
  (d) Evaluation
  (e) Exceptional Child
  (f) Media
  (g) Methods
  (h) Student Teaching

o The Professional Education sequence shall include course work in the processes of human growth, development, and learning and the practical application of this knowledge to the instructional process. The student shall demonstrate a knowledge of:

- Individual differences among students such as interests, values, cultural, and socioeconomic background;

- Strategies to utilize data in grouping students for learning activities;

- The development of instructional goals and objectives appropriate to student needs and learning modes;

- Sequencing learning activities and experiences both logically and psychologically;

- Behavior patterns of students;

- Classroom conditions which are varied and appropriate; and

- Student self-awareness and positive self-concepts.

o The Professional Education sequence shall include course work in the foundations underlying the development and organization of education in the United States. The student shall demonstrate a knowledge of:

- The historical and philosophical development of education in the United States;

- The organization of public schools;

- Cultural pluralism as it relates to the public schools;

  - The development of education as a profession;
  - Legal and ethical considerations of school personnel including the rights and responsibilities of teachers, students, administrators, and staff;
  - The characteristics of effective teachers;
  - Democratic principles; free public education, and equal educational opportunity;
  - Objectives and purposes of education, and equal educational opportunity;
  - School programs and the participatory role of the teacher in activities which contribute to student and faculty development;

- The Professional Education sequence shall include course work in measurement, methods, materials, and media appropriate to teaching. Emphasis shall be in the student's field(s) of Specialization. The student shall demonstrate a knowledge of:
  - Administration and interpretation of assessment techniques (standardized tests, sociometrics, etc.);
  - Design and use of teacher-made tests (diagnostic and achievement, etc.);
  - Appropriate organization of instruction resources and materials for effective teaching;
  - A variety of appropriate instructional strategies (programmed instruction, games, simulation, etc.);
  - The appropriate use of a variety of communication patterns within the classroom;
  - Individualization of instruction when appropriate;
  - Interaction patterns and the ability to modify plans on the basis of feedback; and
  - Incorporating reading techniques in content subjects.

- The Professional Education sequence shall include course work in the purposes, administrative organization, and operation of the total educational program of the school. The student shall demonstrate a knowledge of:
  - Cultural pluralism concepts;

- Effective interaction and communication with parents;
- The organization of public schools;
- The major contemporary problems in public education;
- The professional organizations in education; and
- The requirements of accreditation, licensure, and certification.

o The Professional Education sequence shall include opportunities to demonstrate abilities to teach effectively and work ethically with pupils, teachers, administrators, and parents. Documentation shall be provided)rating scales, systematic observation, video tape, etc.) to evaluate the student teacher's ability to:

- Differentiate among the appropriate roles and responsibilities of pupils, teachers, administrators, para-professionals, and parents;
- Organize and implement a variety of activities to facilitate learning;
- Exhibit professional scholarship and behavior;
- Interact and communicate effectively with parents;
- Conceptualize and predict accurately the interaction of influencing variables in teaching and learning;
- Identify and become sensitive to individual differences among students;
- Plan, implement, and evaluate appropriate educational goals and related experiences for students; and
- Work effectively as a member of an educational team.

Other Special Requirements

o No provision stated.

III. RELATIONSHIP TO WORLD OF PRACTICE

Clinical and Field Based Experience

o Any teacher holding a license or certificate who is assigned to teach in an accredited school and who has had no student teaching experience shall be required to enroll in a minimum of four semester hours of in-service supervised teaching experience with an approved teacher education institution. The inservice supervised teaching experience shall be completed during the first year that the teacher is employed in an accredited school with the permission of the school superintendent and under supervision of the institution at which the teacher is enrolled. The number of semester hours of Professional Education normally required for the certificate sought may be reduced by the number of student teaching semester hours that are required. This reduction may be made if a student successfully completes a minimum of four semester hours of inservice supervised teaching experience. Upon the completion of one year of teaching, the inservice supervised teaching experience, the entry year assistance program and other requirements appropriate to the certificate sought, the applicant may be recommended for a standard and/or provisional certificate. Vocational technical teachers required to show occupational competency by testing before receiving any additional certificate may be exempted from this requirement.

Follow-up of Graduates

- Through an Entry-Year Assistance program, the professional education unit maintains relationships with graduates from its professional education program(s).
- Follow-up studies of graduates are utilized to assess the relevance of the professional education program(s) objectives and to improve or modify programs as appropriate.
- All advanced programs, leading to a master's, specialist, or doctoral degree, require study of statistics, and research methods.

Relationship with Field

- Faculty members maintain close involvement with public school systems.
- Faculty members maintain active involvement in local, state, national and/or international professional associations in their area(s) of expertise.
- Working relationships between public school systems and institutions clear and well defined.

IV. STUDENTS

Admission

- Each approved program shall have an admissions procedure designed to recruit a candidate with a strong commitment to teaching. The criteria to be included are the following:

- A minimum grade point average of 2.5; however, each institution may develop, publish, and implement a written policy for persons who completed 30 semester hours of college credit in an accredited institution of higher education at least five years prior to application for admission to teacher education provided the student has the following:
  - (a) A grade point average of 3.0 in the last 30 semester hours of college work; and
  - (b) A minimum of 15 semester hours in required courses in the area of specialization with a minimum grade point average of 3.0.
- Evidence of adequate reading, writing, and verbal communication skills demonstrated by appropriate academic course work and an interview with an Admission Committee;
- Expressed interest in teaching demonstrated by prior experiences and activities;
- An academic record that clearly indicates the candidates commitment to the academic aspects of teaching; and
- Evidence of personal traits that suggests potential for working with youth, with parents, and with other constituencies in education.

Each admission shall be based on a professional assessment of the candidate on all of the above criteria.

o An out of state applicant who has completed an approved program at an NCATE accredited college or university, which was NCATE approved at the time of graduation or completion of a program, will be granted an Oklahoma license, or the appropriate class of certificate and/or endorsement provided that the following requirements are met:

- The applicant holds a valid out of state certificate with credentials in the areas sought;
- The applicant has satisfactorily completed a course of two or more semester hours in the Education of the Exceptional Child;
- The applicant has met the Oklahoma teacher certification test requirement.
- The applicant for an Early Childhood, Elementary, Secondary, including Vocational, when applicable, and/or Elementary-Secondary license, certificate and/or endorsement has completed a bachelors degree or masters degree if required with a minimum of:

(a) Twenty-four semester hours of coursework in the specialization which includes six semester hours of upper division credit and the requirements as specified for the subject area endorsement;

(b) Twenty-four semester hours in the area sought when no conversion or special endorsement exist (i.e., Early Childhood, Elementary, Special Education).

- The applicant for a school service personnel certificate who has completed the required degree and, when applicable, the required number of post masters semester hours may have specific course work waived, but in no case will the total number of hours be reduced.
- The applicant meets Oklahoma recency requirement and any experience or backup certificate requirements.

Monitoring - Assessment/Competencies

- Each institution has established written procedures and criteria for monitoring and assessing student progress.

Advisory Services

- Each institution has established a specific advisory system for students in advanced programs.
- Each institution provides placement services to assist teacher education graduates and graduate students seeking professional employment.

Completion of Program/Evaluation - Exit Criteria

- Coursework beyond 64 semester hours in the General Education and Specialization taken in an accredited junior college may count toward certification provided:
  - It is lower division work; and
  - It is applicable in meeting the approved certification program of the recommending institution.

  However, no early childhood or elementary methods courses such as methods of teaching arithmetic, fine arts, health and physical education, reading, language arts, science or social studies are acceptable.
- Each teacher education division evaluates academic and professional competence of education students prior to recommending certification.

- Each teacher education division must give verification for each student of successful completion of an approved program and the specific teaching program. All credits in professional education and the teaching major must be earned at an accredited institution.

  Applicants must show satisfactory performance on the appropriate teacher certification test as required by the State Board of Education.

V. FACULTY

Qualification/Assignment

- Teacher education faculty must have earned a terminal degree.
- Those teacher education faculty who teach methods courses must have earned a terminal degree and had teaching experience in a public school system(s).
- Graduate assistance, in instructional roles must possess expertise in the specified area as demonstrated by degrees held, formal study, and experience.

Faculty Load

- Each institution follows policies which limit faculty load and related assignments so as to facilitate effective teaching performance and time for academic development and professional service.
- Undergraduate faculty may not exceed the equivalent of 12 credit hours per semester.
- Graduate faculty may not exceed the equivalent of nine credit hours per semester.

Faculty Development

- For initial implementation of the Teacher Education Faculty Development program, each institution with an approved teacher education program must have an outline of their faculty development plan on file at the State Department of Education. By July 1 of each year, institutions shall submit an annual report which addresses any additions or revisions to their faculty development plan.
- Each institution of higher education with approved teacher education programs shall have a Teacher Education Faculty Development Committee that shall include at least one public school classroom teacher. The institution shall otherwise determine the membership and selection process for the Teacher Education Faculty Development

Committee. The Dean and/or Director of Teacher Education, or his/her designee shall serve as chairman of the Teacher Education Faculty Development Committee.

- The Teacher Education Faculty Development Committee shall be responsible for writing guidelines for implementing the faculty development program. These guidelines shall include, but not be limited to:

  - Functions and responsibilities of the Teacher Education Faculty Development Committee;

  - Alternative means of education which are acceptable for meeting faculty development requirements; and

  - Process for reviewing individual faculty development plans on an annual basis.

- The teacher education faculty development program shall apply to individuals in the following categories who are involved in teacher education at institutions of higher education which other state approved certificate programs:

  - Faculty and administrators in departments, schools, and colleges of education;

  - Faculty outside of the department, school or college of education who teach subject matter methods courses;

  - Faculty who supervise student teachers and/or practicum students; and

  - Faculty who serve on Entry-Year Assistance Committees.

- Faculty development guidelines shall provide alternative means of education including, but not limited to:

  - In-service programs;

  - Higher education courses; and

  - Exchange programs with public school classroom teachers, administrators, and other school personnel.

  Duties that are a part of the regular faculty assignment will not be included in the faculty development program.

- All teacher education faculty covered in the standards, including the Dean of the college of education are required once every five years to serve in a state accredited public school the equivalent of at least one half day per week of one semester in responsibilities related to their respective teaching fields.

Faculty Evaluation

- Each institution has developed written policy regarding evaluation of faculty.

VI. GOVERNANCE

Relationship of Program to Institution

- The teacher education division is administratively identifiable in the institution.
- The teacher education division is governed by a Teacher Education Council made up of administrators of teacher education programs and representatives of various programs in the institution.

Authority/Autonomy

- The teacher education division is officially responsible for the preparation of teachers and other school personnel and is responsible for implementing the standards set forth by the State Department of Education.

Structure and Administration

- Each institution has an administrative head (dean of education, director of education, or chairman of education) who is to direct and coordinate the teacher education program.
- Coordination of the teacher education division includes developing and implementing admission policies, faculty and staff development, program design, developing recruitment and retention policies, and setting goals.

Planning

- Each teacher education division has developed long range plans which are consistent with the institutions long range plans.
- Within their long range plans, each institution has developed short range goals and objectives.

VII. RESOURCES

Personnel

- Part time faculty and graduate assistants are supervised by full time faculty.

- Each institution assures that personnel numbers are sufficient to support all programs offered by the teacher education division. This includes professional faculty, administrative personnel and clerical and technical staff.

Fiscal

- Theoretically, the budget base for the education division is equal to other professional programs across the campus.

Facilities

- Each of the institutions make every effort to assure that facilities are accessible. On the majority of campuses, handicapped accessibility is a priority.
- Specialized facilities, such as clinics and labs, shall be provided and equipped as required for each program area for which the institution is approved.

Library, Equipment, Supplies

- The library is accessible to faculty and students on a regular, scheduled basis.
- Library holdings are adequate in terms of scope and currency. If more information is desired than a particular library maintains, there is a system by which the information may be secured from another library.
- Necessary equipment and supplies are provided to enhance the operation and implementation of programs.

ACCREDITING STATE: OREGON

MAILING ADDRESS:

Special Education and Student
Services Divison
Oregon Department of Education
700 Pringle Parkway, S. E.
Salem, Oregon 97310-0290

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Ms. Karen Brazeau
State Director

(503) 378-2677

STANDARDS PUBLICATION: Teacher Standards and Practices Commission: Oregon Administrative Rules (1989)

I. ELIGIBILITY

General

- A college or university seeking program approval shall first obtain full accreditation from the Northwest Association of Schools and Colleges and have the proposed program approved by the Oregon Office of Educational Policy and Planning and, if an Oregon state institution, by the State Board of Higher Education.

Relationship Between Accreditation and Certification

- An Oregon college or university may recommend candidates for Oregon Basic and Standard Certificates in instruction, personnel service, or administration when the institution's programs are approved by the Commission. Such a school is an approved teacher education institution and its programs constitute approved teacher education programs.

- Oregon grants certification to an applicant completing a preparation program approved by the Commission. Graduates of Commission approved Oregon programs are initially certificated when the preparing institution recommends them for the certificate and endorsements. No transcript review is necessary, the Commission having given prior approval to courses and learning experiences required for program completion.

II. CURRICULUM

Overall Institutional

- The institution shall provide opportunities for candidates to acquire and apply knowledge, skills, and competencies needed to educate students of varying social, cultural, linguistic, and socioeconomic backgrounds.

- The institution shall instruct candidates in the physical and intellectual development of students with a wide range of abilities and exceptionalities.

- The institution shall provide instruction on rights and responsibilities of students and on laws prohibiting discrimination.

- Approximately one third of each undergraduate program shall consist of general education.

- Approximately one third of each undergraduate program shall consist of in depth instruction in the subject matter in which the candidate plans to teach and in closely related fields.

- Approximately one fifth of each undergraduate program shall consist of education related disciplines including human development, learning and methods of teaching.

- Approximately one eighth of each undergraduate program shall consist of electives.

- Through the required course of study, candidates for certification develop knowledge, skills, and competencies needed to:

  - Plan for Instruction:

    (a) Select or write learning goals that are consistent with district objectives and Oregon Board of Education directives appropriate for the physical and mental maturity of the pupils;

    (b) Determine the current achievement level of the pupils with respect to the learning goals;

    (c) Establish objectives for a unit of instruction that will be useful in formulating daily lessons and in evaluation of pupils' attainment of learning goals;

    (d) Adapt unit and lesson plans for exceptional learners and for pupils from varying cultural, social, and linguistic backgrounds;

    (e) Select and organize instructional materials and equipment needed to teach the unit of instruction;

    (f) Design instructional activities to achieve unit and lesson objectives; and

    (g) Estimate the time required for direct instruction, pupils' practice and application, and evaluation of pupil learning.

  - Establish a Classroom Climate Conducive to Learning:

    (a) Communicate classroom rules and behavioral expectations that are appropriate to the level of development of pupils and consistent with laws governing student rights and responsibilities;

    (b) Apply for all pupils principles of sex equity and racial justice; and apply to the extent possible principles of least restrictive environment for the handicapped when establishing classroom rules and procedures;

(c) Recognize the effects of the physical, social, and emotional climate of the pupils' homes and community on pupil motivation and behavior;

(d) Encourage appropriate behavior and provide meaningful reinforcement when it occurs;

(e) Monitor pupil conduct and take appropriate action when misbehavior occurs;

(f) Interact thoughtfully and courteously with students, colleagues, and parents and resolve conflicts in a professional manner;

(g) Use classroom time effectively to provide maximum time on learning tasks;

(h) Manage instructional transitions decisively and without loss of time;

(i) Arrange and set up instructional materials and equipment in advance of class to facilitate use during lessons;

(j) Coordinate the use of teacher aides, parent volunteers, student assistants, and other support personnel to achieve instructional objectives, if these resources are available in the field setting.

- Implement Plans for Instruction:

(a) Organize pupils to engage in planned learning activities;

(b) Communicate learning outcomes to be achieved and focus pupil interest on tasks to be accomplished;

(c) Provide instruction using a variety of instructional techniques to achieve planned objectives;

(d) Monitor the effectiveness of learning activities and modify the pace and content of instruction as needed to achieve unit and lesson objectives; and

(e) Use techniques that promote critical thinking and problem solving and that encourage divergent as well as convergent thinking.

- Evaluate Pupil Achievement:

  (a) Select and use test, observation, pupil interviews, and other formal and informal assessment procedures to determine the extent to which each pupil has achieved the objectives of the lesson and/or unit of instruction;

  (b) Grade and record the pupils' progress, prepare anecdotal records, and report achievement to pupils and parents;

  (c) Summarize the data on pupil achievement by quartiles of pupils in relationship to instructional objectives;

  (d) Use data on pupil achievement to refine curriculum objectives and to plan further instruction; and

  (e) Document teaching effectiveness through assembling and analyzing samples of pupils' work.

o The competent educator measures success by the progress of each student toward realization of personal potential as a worthy and effective citizen. The competent educator stimulates the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of goals as they are appropriate for each individual.

o The competent teacher demonstrates:

- Use of state and district adopted curriculum and goals;
- Skill in setting instructional goals and objectives expressed as learning outcomes;
- Use of current subject matter appropriate to the individual needs consistent with number of students and amount of time available;
- Use of students' growth and development patterns to adjust instruction to individual needs consistent with number of students and amount of time available;
- Skill in the selection and use of teaching techniques conducive to student learning;

o The competent administrator demonstrates:

- Skill in assisting individual staff members to become more competent teachers by complying with state law, rules, and lawful and reasonable district policy and contracts;

  - Knowledge of curriculum and instruction appropriate to assignment;
  - Skill in implementing instructional programs through adequate communication with staff;
  - Skill in identifying and initiating any needed change which helps each student toward realization of personal learning potential.

- The competent educator is a student of human behavior and uses this knowledge to provide a climate that is conducive to learning and that respects the rights of all persons without discrimination. The competent educator assumes responsibility for the activities planned and conducted through the district's program, and assists colleagues to do the same. The competent educator gathers relevant information and uses it in the planning and evaluation of instructional activities.

- The competent teacher demonstrates:
  - Ways to assess progress of individual students;
  - Skills in the use of assessment data to assist individual student growth;
  - Procedures for evaluating curriculum and instructional goals and practices; and
  - Skill in the supervision of students.

- The competent administrator demonstrates:
  - Skill in the use of assessment data to provide effective instructional programs;
  - Skill in the implementation of the district's student evaluation program;
  - Skill in providing equal opportunity for all students and staff;
  - Skill in the use of employee techniques appropriate to the assignment and according to well established standards which insure due process for the staff being evaluated.

- The competent educator is a person who understands students and is able to relate to them in constructive ways. The competent educator establishes and maintains good rapport. The competent educator maintains and uses records as required, and as needed to assist the growth of students.

- The competent teacher demonstrates skills in:
    - Establishing and maintaining classroom management that is conducive to learning;
    - Using and maintaining district property, equipment, and materials appropriately;
    - Using and maintaining student records as required by district policies and procedures;
    - Using district and school business and financial procedures; and
    - Using district lawful and reasonable rules and regulations.
- The competent administrator demonstrates:
    - Skills in managing the school, its students, staff, and programs as required by lawful and reasonable district policies, rules, and regulations, state and federal laws and regulations, and other programs as assigned, and assures that staff is informed of these requirements; and
    - Skills in planning and staff utilization.
- The competent educator works effectively with others - students, staff, parents, and patrons. The competent educator is aware of the ways the community identifies with the school, as well as community needs and ways the school program is designed to meet these needs. The competent educator can communicate with knowledge, clarity, and judgment about educational matters, the school, and the needs of students.
- The competent teacher demonstrates:
    - Willingness to be flexible in cooperatively working with others; and
    - Skill in communicating with students, staff, parents, and other patrons;
- The competent administrator demonstrates:
    - Skill in helping students, staff, parents, and other patrons to learn about the school and its program;
    - Skills in communicating district and school goals to staff and public;

  - Willingness to be flexible in cooperatively working with others;
  - Skill in reconciling conflict.

- The ethical educator is a person who accepts the requirements of membership in the teaching profession and acts at all times in ethical ways. In so doing, the ethical educator considers the needs of the students, the district, and the profession.

- The ethical educator, in fulfilling obligations to the student, will:
  - Keep the confidence entrusted in the profession as it relates to confidential information concerning a student and family; and
  - Refrain from exploiting professional relationships with any student for personal gain, or in support of persons or issues.

- The ethical educator, in fulfilling obligations to the district, will:
  - Apply for, accept, offer, or assign a position of responsibility only on the basis of professional qualifications, and will adhere to the conditions of a contract or the terms of the appointment;
  - Conduct professional business, including grievances, through established lawful and reasonable procedures;
  - Strive for continued improvement and professional growth; and
  - Accept no gratuities or gifts of significance that could influence judgment in the exercise of professional duties.

- The ethical educator, in fulfilling obligations to the profession, will:
  - Maintain the dignity of the profession by respecting and obeying the law, exemplifying personal integrity and honesty;
  - Extend equal treatment to all members of the profession in the exercise of their professional rights and responsibilities; and
  - Respond to requests for evaluation of colleagues and keep such information confidential as appropriate.

Specialist Courses (Core Curriculum)

- The institution shall state the objectives for each endorsement in a manner which facilitates program operation and evaluation.

- The institution shall provide a complete description of the curriculum for each endorsement. This description shall:
    - State the knowledge, skills, and competencies to be developed for each position or teaching field;
    - Explain how the competencies for each position will be demonstrated;
    - Specify the standards to be applied to competency demonstration; and
    - Display that the curriculum includes the content required by the Rules for Certification unless waivers are approved by the Commission.
- The institution shall describe the interrelationship of the various components of the curriculum in sufficient detail to enable the faculty, students, and consortium to understand the composite outcomes to be achieved upon completion of the program.
- The institution shall provide outlines for each professional course or learning experience which specify the objectives of the course, the content to be covered, and the criteria and procedures for evaluating student achievement.
- The institution shall provide an outline for each teaching specialty course that meets a requirement in the endorsement programs offered. The outline may be a copy of the syllabus distributed to students enrolled in the course.
- Curriculum for an advanced program shall consist of in depth instruction in the specialty for which the candidate is preparing and relevant educational theory in conjunction with direct and/or simulated practice. Each curriculum shall include preparation in research methods appropriate to the endorsement.

Basic Handicapped Learner I (Valid for Teaching Handicapped Learners and Severely Handicapped Learners

- Hold a basic or standard teaching certificate with a subject matter endorsement.
- Completion of 18 semester hours designed to develop competence in special education, to include:
    - Educating students with handicapping conditions;
    - Application of learning theory;

  - Language development and language disabilities;
  - Assessment and evaluation;
  - Diagnostic and prescriptive techniques and materials;
  - Classroom management and student discipline;
  - Utilizing community resources;
  - Alternative organizational patterns and curricula; and
  - Communication and counseling.

- Four semester hours of student teaching or internship with handicapped learners.

Basic Handicapped Learner II (Valid for Teaching Handicapped Learners and Severely Handicapped Learners

- Thirty-two semester hours designed to develop competence in special education, to include:
  - Educating students with handicapping conditions;
  - Application of learning theory;
  - Language development and language disabilities;
  - Assessment and evaluation;
  - Diagnostic and prescriptive techniques and materials;
  - Classroom management and student discipline;
  - Utilizing community resources;
  - Alternative organizational patterns and curricula; and
  - Communication and counseling;
- Student teaching or internship with handicapped learners.

Basic Hearing Impaired

- Thirty semester hours designed to develop competence in educating hearing impaired learners, to include:
  - Structure and function of the ear;
  - Speech and audiology;

  - Language and Communication;
  - Diagnostic and prescriptive techniques;
  - Educational implications of subnormal hearing and deafness;
  - Education of exceptional children and/or youth; and
  - Classroom management and student discipline.

- Supervised teaching or internship with the hearing impaired.

Basic Severely Handicapped Learner (Valid for Teaching Severely Handicapped Learners)

- Thirty semester hours designed to develop competence in educating severely handicapped learners, to include:
  - Educating students with handicapping conditions;
  - Application of learning theory;
  - Language development and language disabilities;
  - Assessment and evaluation;
  - Diagnostic and prescriptive techniques and materials;
  - Behavior management;
  - Utilizing community resources;
  - Alternative organization patterns and curricula; and
  - Communication and counseling.
- Supervised teaching or internship with severely handicapped students.

Basic Speech Impaired

- Twenty-eight semester hours designed to develop competence in educating speech impaired learners, to include:
  - Anatomy and physiology of speech, language, and hearing;
  - Phonetics;
  - Normal language development;
  - Education of exceptional children and/or youth;

  - Language and speech pathology;
  - Behavior management;
  - Audiology;
  - Aural rehabilitation; and
  - Diagnostic and prescriptive techniques.

- Supervised teaching or internship with the speech impaired.

Basic Visually Impaired

- Twenty semester hours designed to develop competence in educating visually impaired learners, to include:
  - Structure and function of the eye;
  - Educational implications of subnormal vision and blindness;
  - Education of the exceptional child;
  - Curriculum and methods of teaching the visually handicapped;
  - Reading, writing, and transcribing braille;
  - Classroom management and student discipline;
  - Orientation and mobility for the classroom teacher; and
  - Diagnostic and prescriptive techniques.
- Supervised teaching or internship with visually handicapped students.

Standard Handicapped Learner I

- Ten semester hours of graduate preparation in special education distributed to strengthen the applicant's background in the field, and
- Completion of a Standard Teaching Certificate with a basic subject matter endorsement.
- The professional preparation set forth in OAR 584-40-008 is not required for this option.

Standard Handicapped Learner II

- Completion of an approved program in special education culminating in a master's degree or completion of thirty semester hours beyond the bachelor's degree to include ten semester hours of graduate level preparation in special education distributed to strengthen the applicant's background in the field.
- A subject matter endorsement is not required for this option, nor is the professional preparation set forth in OAR 584-40-008 required.

Standard Hearing Impaired

- Completion of a planned approved teacher education program for the hearing impaired culminating in either a master's degree or completion of thirty semester hours beyond the bachelor's degree to include ten semester hours of graduate level preparation in special education distributed to strengthen the applicant's background in the field.
- Satisfaction of requirements for the basic or standard subject matter endorsement is not required for the standard hearing impaired endorsement, nor is the professional preparation set forth in OAR 584-40-008 required.

Standard Severely Handicapped Learner

- Ten semester hours of graduate preparation in special education distributed to strengthen the applicant's background in the field. This preparation shall be in addition to the preparation required by OAR 584-38-310 for the basic severely handicapped learner endorsement.
- Satisfaction of requirements for the basic or standard subject matter endorsement is not required for the standard severely handicapped learner endorsement, nor is the professional preparation set forth in OAR 584-40-008 required.

Standard Speech Impaired

- Ten semester hours of graduate level preparation in language, speech, and hearing distributed to strengthen the applicant's background in this field. This preparation shall be in addition to the preparation required by OAR 584-38-320 for the basic speech impaired endorsement.
- Satisfaction of requirements for a basic or standard subject matter endorsement is not required for the standard speech impaired endorsement, nor is the professional preparation set forth in OAR 584-40-008 required.

Standard Visually Impaired

- Ten semester hours of graduate preparation designed to strengthen the applicant's background in educating students with visual impairments. This preparation shall be in addition to the preparation required by OAR 584-38-330 for the basic visually impaired endorsement.
- A subject matter endorsement is not required, nor is the professional preparation outlined in OAR 584-40-008 required.

Other Special Requirements

- No provision stated.

III. RELATIONSHIP TO WORLD OF PRACTICE

Clinical and Field Based Experience

- The institution shall provide practica and field centered activities in public school settings for purposes of instruction, assessment of competency, and integration of field work with academic study. (Use of non-public schools for practica is permitted if approval is secured. See below.)
- The institution shall set criteria for admission to practicum and establish performance standards for successful completion of practicum.
- Institutions may recommend for certification only those candidates who successfully complete a practicum as follows:
  - Each candidate for initial basic teaching certificate shall complete a practicum in public school, except as provided for below, which is at least nine weeks in length before the candidate be recommended for certification. The practicum shall be full-time in the school, but the assignment of responsibilities may be incremental in keeping with the objectives of the experience.
  - Each candidate for an initial basic personnel service certificate shall complete a practicum in a public school, except as provided for below, before being recommended for certification. The prospective personnel specialist shall assume substantial responsibility, over an extended period of time, for duties appropriate to the professional role.
  - Each candidate for an initial basic administrative certificate shall complete practicum in a public school, except as provided for below, under the supervision of the institution and the

cooperating district. The practicum experience shall be an individualized learning experience designed to meet specific goals and needs of the candidate. The administrator shall assume substantial responsibility, over an extended period of time, for duties appropriate to the professional role;

- Each candidate for an initial basic administrative certificate shall complete practicum in a public school, except as provided for below, under the supervision of hte institution and the cooperating district. The the experience shall be an individualized learning experience designed to meet specific goals and needs of the candidate. The administrator shall assume substantial responsibility, over an extended period to time, for duties appropriate to the professional role;

- Each candidate for a standard teaching certificate shall engage in field studies, laboratory experiences, and/or simulations which apply educational principles to typical classroom problems.

o The institution's supervisor shall assign the grade for practicum. However, in determining that a candidate has successfully completed the practicum, the institution's supervisor, the cooperating supervisor, and if appropriate, the practicum site administrator shall jointly determine the success of the candidate. The institution shall establish and utilize a procedure to resolve cases in which the institution's supervisor, the cooperating supervisor, and, if appropriate, the practicum site administrator do not agree that the candidate demonstrated the competencies required for successful completion of the practicum.

o The institution shall establish and utilize an appeal procedure for candidates who are denied recommendation for certification on the basis of unsatisfactory performance in the practicum.

o The institution shall establish and utilize policies on supervision of practicum students which shall state the responsibilities of institutional supervisors and practicum site supervisors and administrators, including the frequency of observations and conferences with the students. Practicum site personnel shall hold Oregon Basic, Standard, or Five Year Regular Certificates valid for their current assignments and shall have a minimum of three years' of successful experience immediately prior to the practicum. Practicum site supervisors shall possess expertise in supervising and evaluating student teachers and practicum students and shall exemplify the professional skills, knowledge, and competencies which the program seeks to develop.

o The institution shall secure Commission approval for each candidate who will be placed for practicum in a non-public school. The commission shall consider the following evidence in determining that the requested non-public school placement is at least equivalent in quality to a public school placement.

- The non-public school has been evaluated by and is registered with the Oregon Department of Education as provided by Oregon Statutes (ORS);
- The cooperating supervisor(s) and the practicum site administrator hold valid Oregon certificates as required by section (6) of this rule;
- The cooperating school's curriculum (subject areas taught) is similar to the curriculum required by Oregon Standards for Public Schools;
- The cooperating school's instructional mode and schedule of class time are similar to those of public schools;
- The cooperating school holds accreditation by the Northwest Association of Schools and Colleges (secondary schools including their affiliated elementary schools) and/or accreditation by appropriate school associations or groups of schools.

o The institution shall secure Commission approval for each candidate who will be placed for practicum at a site where supervision cannot be provided by faculty from an Oregon approved teacher education program.

Field-Centered Activities and Student Teaching

o The unit provides structured, supervised field experiences prior to and/or following student teaching in conjunction with required professional courses.

o Prior to admission to student teaching, each candidate demonstrates knowledge of subject matter necessary for the teaching position for which he or she is preparing by passing the appropriate NTE Specialty Area Test or other TSPC-approved test of subject matter knowledge.

o Student teaching is a full time experience for a minimum of 15 weeks or the equivalent part time experience.

o A student teacher assumes full responsibility for teaching at least three periods a day under the guidance of qualified cooperating teachers for a minimum of six weeks.

o The unit's supervisor(s) makes a minimum of six supportive/

evaluative visits during the student teaching assignment. At least twice during student teaching, the unit's supervisor(s) meets with the candidate and the school district supervisor(s) in joint conferences to discuss supervisors' evaluations and the student teacher's work samples as required by section (6) of this rule.

- Each student teacher assembles and analyzes three samples of work to illustrate his or her ability to foster pupils' learning. Each work sample includes:
    - Goals for the unit of study (generally two to five weeks in length) that vary in kind and complexity, but that include concept attainment and application of knowledge and skills;
    - Instructional plans to accomplish the learning goals for the identified group(s) of pupils;
    - Data on learning gains resulting from instruction, analyzed for each pupil, and summarized in relation to pupils' level of knowledge prior to instruction;
    - Interpretation and explanation of the learning gains, or lack thereof;
    - A description of the uses to be made of the data on learning gains in planning further instruction on this and subsequent topics and in reporting pupils' progress to them and their parents.
- The unit supervisor(s) and the cooperating school supervisor(s) jointly determine that the candidate has demonstrated in student teaching the skills and competencies specified in the Objectives of the Courses of Study. Performance is reported to the unit on forms established by TSPC.
- Thirty days prior to the date that student teaching begins, each candidate shall file with TSPC a completed and signed student teaching registration form together with a transcript from ETS verifying passing scores on the appropriate NTE Specialty Area Test or other Commission approved test of subject matter knowledge.
- Within 10 days after student teaching begins, the unit shall file with TSPC a list of the student teachers placed in the semester or term, showing the school, cooperating teacher(s) and college supervisors assigned to each student teacher.

Follow-up of Graduates

- The institution shall undergo follow-up of graduates subsequent to their placement in professional positions to determine the adequacy of the preparation for the positions.

- The unit has secured a written agreement from each school district that provides field sites. This agreement includes a commitment to select and assign only those supervisors who meet criteria specified - Selection of Faculty for the Program. In addition, the district agrees to assist the unit in evaluating the work samples and reporting the success of candidates as required by Field-Centered Activities and Student Teaching.

- The unit has described the field-centered activities that are required prior to and/or following student teaching and has stated the relationship of these activities to required professional courses.

- The unit has secured TSPC approval for each Oregon non-public school in which candidates will be placed for student teaching. TSPC shall consider the following evidence in determining that the requested non-public school placement is at least equivalent in quality to public school placements:

  - The non-public school has been evaluated by and is registered with the Oregon Department of Education;

  - The cooperating school's supervisors and the practicum site administrator hold current Oregon certificates valid for their assignments;

  - The cooperating school's curriculum is similar to the curriculum required by Oregon Standards for Public Schools;

  - The cooperating school's instructional mode and schedule of classes are similar to those of public schools; and

  - The cooperating school holds accreditation by the Northwest Association of Schools and Colleges (secondary schools including their affiliated elementary schools) and/or accreditation by appropriate school associations or groups of schools.

- The unit has secured TSPC approval for each out of state public school in which candidates will be placed for student teaching.

Relationship with Field

- No provision stated.

IV. STUDENTS

Admission

- The institution shall publish for interested candidates the procedures and criteria for admission to teacher education programs.

- The institution shall establish performance requirements for admission including minimum competencies in oral and written communication and computation.

- The institution shall admit to the programs only those students who meet the criteria and performance requirements established under this rule.

- The institution preparing school administrators shall, in addition, require the following admission to the school administration program:

    - Evidence of satisfactory completion, while serving as a teacher, of administrative-type experiences that include coordination of a program or management of school personnel. Applicants without such experiences may complete planned field experiences under the direction of the institution and cooperating school district in lieu of this requirement;

    - Verification that the candidate either holds, has held, or is eligible for a teaching certificate in Oregon or another state;

    - Evidence of potential for an administrative role based upon formal assessment procedures and criteria established by the institution;

    - Satisfactory completion of an introductory course about school administration.

- The unit has filed with TSPC the procedures and criteria for selection of students and for appropriate placement of them in courses and field experiences.

- Admission procedures comply with federal and state laws prohibiting discrimination in educational institutions.

- The unit admits only applicants who possess at least the following minimum qualifications:

    - Possess skills in reading, writing, and mathematics demonstrated by passing the California Basic Educational Skills Test (CBEST);

    - Hold baccalaureate degrees from regionally accredited colleges or universities;

    - Have accumlative grade point averages that qualify for full admission to graduate programs at the preparing institution;

    - Present favorable recommendations from immediate supervisors employed by educational or social agencies attesting to applicants' competence to work with school aged children or youth in volunteer or paid work experiences; and

- Provide evidence of good moral character necessary for certification in Oregon by responding to character questions asked by TSPC. The response shall be satisfactory to the institution and shall provide a basis for recommending the candidates for certification.

Monitoring - Assessment/Competencies

- The institution shall establish procedures through which each candidate shall demonstrate the knowledge, skills, and competencies needed in the position for which certification will be recommended.
- The institution shall publish for students the procedures and criteria for making decisions on retention in the teacher education programs.
- The institution shall periodically and systematically evaluate the progress of students to assure that only qualified candidates are retained in programs.

Advisory Services

- The institution shall establish procedures for advising and counseling students regarding personal and professional concerns arising during the program.

Completion of Program/Evaluation - Exit Criteria

- The institution recommends for initial teaching certificates candidates who demonstrate:
  - Mastery of professional knowledge, evidenced in:
    - (a) Accumulative grade point averages that qualify for graduate degrees at the institution; and
    - (b) Passing scores as set by TSPC on the NTE Test of Professional Knowledge or other Commission approved test of pedagogical knowledge;
  - Mastery of professional skills and competencies, as evidence in:
    - (a) Satisfactory completion of three samples of work to illustrate the candidate's ability to foster pupil learning, Field-Centered Activities and Student Teaching;

(b) Satisfactory performance in field based activities and student teaching evaluated jointly by unit supervisors and cooperating school supervisor; and

- Compliance with Standards for Competent and Ethical Performance of Oregon Educators.

- The institution shall systematically assess each candidate's knowledge, skills, and competencies prior to recommendation for certification, using such measures as oral examinations, comprehensive written examinations, comprehensive written examinations, and/or demonstrations of competence during practica.

- The institution shall establish standards of competence that are required for successful completion of the program. Consideration shall be given to recommendations of the consortium when setting the standards of competence.

- The institution and the school district supervisor of the candidate's practicum shall jointly determine that a candidate has demonstrated the levels of competence established in accordance with this rule. The institution shall establish and utilize a procedure to resolve cases in which the institution and the cooperating school district supervisor do not agree that the candidate has demonstrated the knowledge, skills, and competencies required for successful completion of the preparation program.

- Each applicant must establish his or her fitness to serve as an educator and must answer yes or no to the questions which follow in section (1) through (10) of this rule. Any "yes" answer must be explained fully. If "yes" is answered to item (8), a certified true copy of the court record must accompany the application:

(1) Have you ever been released or have you ever resigned from any educational position or school related employment because of misconduct or unsatisfactory service?

(2) Have you ever resigned from an educational position while under investigation for misconduct or unsatisfactory service?

(3) Have you ever failed to complete a contract for professional service in any educational position?

(4) Have you ever had a certificate revoked or suspended?

(5) Have you ever been denied a certificate for which you applied?

(6) Have you ever surrendered a certificate before its expiration?

(7) Have you ever been disciplined by a state agency responsible for certification of educators?

(8) Have you ever been convicted of a felony, misdemeanor, or major traffic violation (driving under the influence of intoxicants; reckless driving; fleeing or attempting to elude a police officer; driving while license is suspended or revoked or beyond license restrictions; or failure to perform the duties of a driver or witness at an accident)?

(9) Have you ever been arrested for any offense (other than a minor traffic violation) which is still pending in the courts?

(10) Have you ever plead Nolo Contendere relative to any charge of misdemeanor, felony, or major traffic violation?

Multicultural Groups and Persons with Disabilities

- No provisions stated.

V. FACULTY

Qualification/Assignment

- The unit has file with TSPC the criteria and procedures used in selecting and assigning instructional faculty. Resumes on forms approved by TSPC demonstrate that:
  - All faculty in the unit have formal academic preparation in their instructional fields beyond the master's degree;
  - All faculty in the unit have been involved, such as teaching, consulting, or supervising, with Oregon elementary and/or secondary pupils and classroom teachers, at least every three years;
  - All faculty who supervise field centered activities or student teachers have had a minimum of three years' teaching in preprimary through grade 12 while holding certification in Oregon or another state.
- The institution shall select college based teacher educators and school based teacher educators who have in depth preparation and experience in their instructional fields giving consideration to criteria recommended by the consortium.
- The institution shall implement a program to attract and employ qualified faculty, giving special attention to the current personnel needs of schools and to promoting equal educational opportunity through an affirmative action plan.
- The institution shall enhance its full time faculty by employing adjunct faculty who have recently demonstrated competence as

teachers or administrators in public schools. Other part time faculty who have indepth preparation and experience in their fields may be employed when appropriate. The institution shall inform part time faculty of the objectives and procedures for the program and of their role in achieving the objectives.

- The institution shall assure that each faculty member assigned to professional education and methods courses has had, within the immediately proceeding three years, an experience in supervising, consulting, teaching, or other appropriate involvement in elementary or secondary schools in contact with public school students and classroom teachers.

Faculty Load

- If approved for a standard teaching certificate program, the institution must employ sufficient faculty with appropriate preparation to offer the required graduate-level subject matter courses.
- College based teacher educators shall be employed in sufficient numbers to maintain class sizes appropriate to the content and format of professional education courses.

Faculty Development

- The institution shall provide support for research and professional development necessary for maintaining a competent faculty.

Faculty Evaluation

- No provision stated.

VI. GOVERNANCE

Relationship of Program to Institution

- No provision stated.

Authority/Autonomy

- No provision stated.

Structure and Administration

- The institution has designated responsibility and authority for the program to a college, school, or department, hereinafter called the unit. The unit shall have full responsibility and authority to govern:
    - Objectives of the program;

  - Admission and retention of students in the program;
  - Selection, professional development, and retention of faculty in the program;
  - Use of resources allocated to the program; and
  - Recommendation of candidates for certification upon successful completion of the program.

- The unit has established written policies and procedures to guide its operation.

- The institution has established and utilized a consortium to develop, evaluate, and recommend improvements of the program. The consortium consists of equal representation appointed by school district(s), organization(s) that represent teachers in bargaining matters, students in the program, and faculty from the institution.

- The consortium has established written bylaws to direct its operation.

Planning

- The institution shall periodically and systematically review long range and short range goals for teacher education programs in conjunction with plans for total institutional development and shall consider recommendations of the consortium regarding modifications and improvements in the programs.

VII. RESOURCES

Personnel

- The institution shall select college based teacher educators and school based teacher educators who have in depth preparation and experience in their instructional fields giving consideration to criteria recommended by the consortium.

Fiscal

- The institution shall provide financial support for the programs at a level which assures their effectiveness and continuity.

Facilities

- The institution shall provide facilities, equipment, and other resources essential to effective functioning of the program. For each program offered, personnel shall have office, instructional, and other space necessary to carry out their responsibilities.

Library, Equipment, Supplies

- The institution shall provide print and non-print learning resources necessary to support the programs including standard and contemporary holdings in education, pertinent educational periodicals and text books and other instructional materials used in elementary and secondary schools.
- The instruction shall provide media services to assist candidates in the selection and use of learning resources.
- The institution shall assure convenient access to materials and media services necessary for practica.

ACCREDITING STATE: PENNSYLVANIA

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Pennsylvania Department of Education
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STANDARDS PUBLICATION:
Pennsylvania Department of Education Standards, Policies and Procedures for State Approval of Certification Programs and for the Certification of Professional Educators for the Public Schools of Pennsylvania (September, 1988)

PROFILE: ACCREDITATION STANDARDS - PENNSYLVANIA

I. ELIGIBILITY

General

- The Pennsylvania State Board of Education has delegated to the Secretary of Education the authority to develop the standards for program approval of certification programs for the preparation of professional educators for the public schools in Pennsylvania. The authority to develop and implement the procedures used to evaluate each certification program for compliance with the state standards and to approve certification programs based upon that evaluation also rests with the Department of Education.

- On-site evaluation of certification programs must be done every five years but the Pennsylvania Department of Education has the right to review programs at anytime. The basis for the 5 year program approval review visit is a self-evaluation completed by the institution of higher education using the Planning for Action in Teacher Education (PATE) process to produce a self-assessment of how well each certification program is meeting the standards. The PATE process documents the strengths and weaknesses of the certification programs and produces an Action Plan for making the changes needed to meet the standards. This manual has seven additional Sections:

  Section II - Pennsylvania Standards for Program Approval and Certification of Professional Personnel for the Public Schools in Pennsylvania

  Section III - The Program Approval Process

  Section IV - Procedure to Initiate a Certification Program

  Section V - Procedures to Initiate an Experimental Certification Program

  Section VI - Chapter 49 of the State Board of Education Regulations

  Section VII - Certification and Staffing Policies and Guidelines

  Section VIII - Pennsylvania Department of Education Approved Certification Assignments

- The Secretary of Education will institute a testing program for candidates for certification designed to assess their basic skills, general knowledge, professional knowledge, and knowledge of the subjects in which they seek certification.

- To be authorized to conduct programs that lead to certificates for professional positions, institutions and any of their off-campus centers engaged in the preparation of teachers shall meet all of the following requirements:
    - Be approved as a baccalaureate or graduate degree granting institution by the Pennsylvania Department of Education.
    - Be evaluated and approved as a teacher-preparing institution to offer specific programs leading to certification in accordance with procedures established by the Department.
    - Report to the Department, for approval, all planned changes in previously approved programs. Such report shall be made 90 days prior to the implementation of the planned changes.
- Every professional employee certificated to serve in the schools of the Commonwealth shall:
    - Be of good moral character.
    - Show a physician's certificate stating that the applicant is neither mentally nor physically disqualified from successful performance of the duties of a teacher.
    - Be at least 18 years of age.
    - Except for the letter of Temporary Certification, Vocational Instructional Intern Certificate, and Vocational Instructional Certificate, have earned minimally a baccalaureate degree as a general education requirement.

Relationship Between Accreditation and Certification

- Applicants for a certificate shall have completed, in addition to all legal requirements, a program of teacher education approved by the Department and shall have the recommendation of the preparing institution.
- The Instructional I Certificate shall be valid for six years of teaching in the area for which it is endorsed. It may be converted to an Instruction II Certificate. The Instructional I Certificate will be issued to applicants who:
    - Possess a baccalaureate degree.
    - Successfully complete a Department-approved teacher certifcation program.

- Present evidence of having passed the Department-prescribed tests.
- Receive recommendation for certification from a college of university.

- The Instructional II Certificate shall be a permanent certificate issued to an applicant who has completed:
  - A Department-approved induction program.
  - Three years of satisfactory teaching on an Instructional I Certificate attested to by the chief school administrator of the approved public or nonpublic school entity in which the most recent service of the applicant was performed.
  - Twenty-four credit hours of collegiate study or inservice courses approved by the Department or both.

II. CURRICULUM

Overall Institutional

- The general education component of a certification program shall be supportive of the professional preparation program. The general education portion of a certification program should be equivalent to at least one-third of a baccalaureate degree and should include studies in the arts, humanities, and the natural and social sciences.

- Each instructional certification program shall require professional studies in methodology. These courses shall include, but are not limited to: instructional management; student motivation; human development and learning theory and implications for classroom instruction; social foundations; problems in education; historical philosophical and political issues in education; developmental reading and reading in the content area; audio-visual/media literacy; instructional resources identification; assessment and measurement of student achievement, and computer literacy. At the conclusion of the student teaching experience, the student teachers shall have demonstrated proficiency in the preceding areas.

- Each instructional certification program shall provide studies that address the interrelationships among individuals and groups of different races, sexes, religious beliefs, national origins and socioeconomic backgrounds within the school, the classroom and the community but particularly in the classroom.

- Each certification program shall require the demonstration of an acceptable level of competence in skills required to meet the instructional needs of exceptional students in the least restrictive environment.

- The Department may make a one-time issuance of an Intern Certificate for service in approved elementary and secondary schools to applicants who, in addition to meeting the requirements relating to eligibility present evidence of having passed the Department prescribed basic skills, general knowledge and subject matter tests; are enrolled in and have completed appropriate professional education courses in an approved intern program, which may include an induction; and are recommended for certificates by the institution holding approval.

  - The program shall provide preadmission screening procedures to:

    (a) Evaluate a candidate's level of academic achievement.

    (b) Evaluate a candidate's interpersonal skills.

    (c) Evaluate a candidate's communication skills.

    (d) Evaluate a candidate's ability to function with students in a teaching situation.

  - The program shall provide a prescriptive sequence of studies for each intern. This sequence of studies should include but not be limited to:

    (a) Any additional content area courses needed to meet the standards for area of certification for which the intern is applying.

    (b) Instructional planning and management.

    (c) Classroom management.

    (d) Learning theory and its educational applications.

    (e) Tests and measurements.

    (f) Diagnostic methodology.

    (g) Teaching of concepts.

    (h) Current research findings on effective teaching such as:

      (1) Academic learning time.

(2) Structure.

(3) Criterion relevant instruction.

(4) Instructional events.

- The program shall provide documented meaningful, interactive supervision for the intern during the period of time he/she is enrolled in the program. This supervision shall include but not be limited to:

  (a) Classroom observation.

  (b) Interactive counseling sessions of the supervisor and the intern based on classroom observation data.

Specialist Courses (Core Curriculum)

o The special education program shall require studies of the types and natures of exceptionalities from the perspective of normal growth and development and the implications for educational programs.

o The program shall require studies of and experience in using instructional techniques and curriculum appropriate for a variety of exceptionalities and their application.

o The program shall require studies of interpersonal communication skills.

o The program shall require studies of the ethical and legal rights and responsibilities which influence the education of exceptional persons.

o The program shall require studies of programs and services for exceptional persons.

o The program shall require studies of professional organizations and public and private resources concerned with exceptional persons.

o The program shall require studies of the principles and systematic approaches to the analysis of student behavior and the use of this analysis in educational decisions.

o The program shall require professional studies distributed over the areas defined in the General Standard. The student teaching experience should require the candidate to demonstrate competency in these areas.

Hearing Impaired (K-12)

- o The program shall require studies of the historical and current developments in education of the hearing impaired in the U.S. and other countries and the influence of historical developments upon the current state of the field, national and local issues, trends, and events which influence the education of hearing impaired children.
- o The program shall require studies of national, regional, and local education programs for the hearing impaired; the variety of educational setting sand service delivery models, and the role and responsibilities of personnel in the various settings.
- o The program shall require studies of the psychological, sociological, educational, and vocational development of hearing impaired individuals and the range of support services available for use in educational planning.
- o The program shall require studies of human speech, auditory, and visual mechanisms and related brain and central nervous system structures; the anatomy of these mechanisms; their interrelatedness; common pathologies affecting these mechanisms, and the functioning of these mechanisms in communicative and other types of behavior in both intact and defective organisms.
- o The program shall require studies of various procedures for testing hearing and interpretation of hearing test results, the functioning and characteristics of various types of amplifying, and their application to learning and instructional processes.
- o The program shall require studies of the communication process and the effects of hearing loss on communication.
- o The program shall require studies of research and other literature on communication of the hearing impaired.
- o The program shall require studies of and experience in the various methods of communication used in teaching the hearing impaired, including: speech, speech reading, auditory training, manual communication, written communication, and the use of amplification.
- o The program shall require studies of and experiences in the special assessment and instructional procedures for teaching hearing impaired students.

- The program shall require studies of curriculum and instructional procedures common to education of the hearing impaired and regular education; adaptions of the regular curriculum and instruction for the hearing impaired, and aspects of curriculum and instruction unique to education of the hearing impaired.

- The program shall require studies of current educational technology, such as computers, TDDs, and other technologies applicable to the hearing impaired learner.

- The program shall require studies of and experience in use of paraprofessionals (teacher aides, volunteers, students, parents, and other assistants), and participation in a team of professionals.

- The program shall require classroom or clinic observations and participation; clinical practice, and student teaching.

- The program shall require professional studies distributed over the areas defined in the General Standard. The student teaching experience should require the candidate to demonstrate competency in these areas.

Mentally and/or Physically Handicapped (K-12)

- The program shall require studies of the characteristics of the mentally and physically handicapped including profound, moderate, and minimal levels of handicapping conditions.

- The program shall require studies of and experiences in classroom and instructional management for all levels of the mentally and physically handicapped including: adaptation of equipment and facilities, materials, methodology, assessment, time allocation, and time scheduling.

- The program shall require studies of and experience in diagnostic assessment and individualized instructional design.

- The program shall require studies of and experiences in integrating available community, state, federal, and social resources with the educational process to support the education of each mentally and/or physically handicapped individual.

- The program shall require studies of and experiences in the analysis of the legal rights of the handicapped individual.

- The program shall require studies of human development and learning theory in relationship to the instruction of the handicapped individual.

- The program shall require studies of recent research on the intellectual and physical capabilities of the mentally and/or physically handicapped as it relates to the education of the individual.

- The program shall require professional studies distributed over the areas defined in the General Standard. The student teaching experience should require the candidate to demonstrate competency in these areas.

Speech and Language Impaired (K-12)

- The program shall require studies of normal speech and language development.

- The program shall require studies of anatomical, physiological, psychological, and social foundations of speech, language, and hearing disorders.

- The program shall require studies of speech and hearing science and clinical electronic instrumentation.

- The program shall require studies of the effects of speech, language, and hearing disorders on a student's total educational program.

- The program shall require studies of psycholinguistics and linguistics, including phonology, syntax, semantics, pragmatics, and their application to communication disorders.

- The program shall require studies of and experience in basic audiological assessment, aural rehabilitation, and alternative modes of communication.

- The program shall require studies of and experience in the diagnosis and management of speech, language, and hearing disorders.

- The program shall require professional studies distributed over the areas defined in the General Standard. The student teaching experience should require the candidate to demonstrate competency in these areas.

Visually Impaired (K-12)

- The program shall require studies of the effects of a visual impairment on early development.

- The program shall require studies of the anatomy and physiology of the eye and the educational implications of impairment.

- The program shall require studies of and experience in the interpretation of eye specialist information.
- The program shall require studies of and experience in the assessment of visual functioning.
- The program shall require studies of and experience in the use of visual stimulation and other multi-sensory techniques for multiply impaired.
- The program shall require studies of optical principles such as eyeglasses, magnifiers, other low vision aids, and calculation interpretation for prescription lenses.
- The program shall require studies of and experience in the use of communication systems, methods, materials, and equipment suitable for the visually impaired.
- The program shall require studies of and experience in the use of technological devices and appliances suitable for the visually impaired.
- The program shall require studies of and experience in basic orientation and mobility techniques and daily living skills for the visually impaired.
- The program shall require studies of the effects of a visual impairment on social and emotional development.
- The program shall require studies of and experience in use of prevocational methods, materials, and equipment suitable for visually impaired.
- The program shall require studies of and experience in modification strategies for curricula, instructional materials, media, devices, and aids for the visually impaired.
- The program shall require studies of and experience in the use of tests commonly administered so visually impaired persons and measures specifically designed or adapted for the visually impaired.
- The program shall require the student to observe and work with visually impaired children of various age levels including children who have partial vision as well as those who are blind, visually impaired children with additional handicaps and those in various public and approved private school assignments.

- The program shall require professional studies distributed over the areas defined in the General Standard. The student teaching experience should require the candidate to demonstrate competency in these areas.

Supervisor Special Education (K-12)

- The program shall require studies and experience in modified instruction, communication and counseling skills; special education budget and finance; special education mandates; legal and procedural safeguards.
- The program shall require studies and experience in the development, implementation and evaluation of special education curriculum.
- The program shall require studies and experience in group dynamics, human behavior, management concepts, and supervisory principles and practices.
- The program shall require supervised field experience.

Other Special Requirements

- No provision stated.

III. RELATIONSHIP TO WORLD OF PRACTICE

Clinical and Field Based Experience

- Each certification program shall require, no later than the sophomore year of the first year of the candidate's enrollment in a teacher education program, field and clinical experiences so that the certification candidate can develop the competencies required for certification. In addition, the program shall require a student teaching experience which closely approximates a full-time working experience of no less than 12 weeks. Any exception to requiring a student teacher experience of lesser duration than 12 weeks must be part of the program plan submitted for approval to the Department of Education.
- The institution shall cooperate with the local education agency to develop a program for the selection and preparation of cooperating teachers. Teachers will be selected and assigned based upon the following criteria:
    - Have at least three years of teaching experience, one of which is in the district to which the teacher candidate is assigned.
    - Have a teaching assignment appropriate to the subject competency of the teacher candidate.

- Have completed a program of preparation on observation and evaluation skills developed by the college for the cooperating teacher.

Follow-up of Graduates

- An institution shall develop and implement evaluation procedures to assess the quality of its graduates. The information from these evaluations shall be used in upgrading the various teacher preparation programs and to improve the practices pertaining to admission, retention, and exit requirements. Such procedures shall be contained in a document which shall be available upon request at the institution.

Relationship with Field

- The institution shall cooperate with the local education agency to develop a program for the selection and preparation of cooperating teachers. Teachers will be selected and assigned based upon the following criteria:
    - Have at least three years of teaching experience, one of which is in the district to which the teacher candidate is assigned.
    - Have a teaching assignment appropriate to the subject competency of the teacher candidate.
    - Have completed a program of preparation on observation and evaluation skills developed by the college for the cooperating teacher.

IV STUDENTS

Admission

- The institution shall develop and implement procedures to provide access to certification programs for nontraditional students such as adults planning mid-career changes, certified persons wishing to add new areas to their certificate, and the self-support students who must work while completing a program. Such procedures shall be contained in a document which shall be available upon request at the institution.

Monitoring - Assessment/Competencies

- See "Completion of Program/Evaluation - Exit Criteria" which follows.

Advisory Services

- The institution shall have a document, available upon request, which describes the policies, procedures, and criteria for student advisement, for admission to, for retention in, and for completion of programs leading to certification.

Completion of Program/Evaluation - Exit Criteria

- The institution shall:
  - Have available upon request a document listing the institution's goals for the preparation of professional school personnel.
  - Have available upon request a document which lists the competencies to be achieved by persons who complete the program and who are recommended for certification.
  - Develop and implement a program of studies and experiences necessary for the acquisition of the listed competencies.
  - Develop and implement procedures to evaluate student acquisition of the competencies defined for each teacher certification program. Such procedures shall be contained in a document that shall be available to anyone upon request.

Multicultural Groups and Persons with Disabilities

- Each instructional certification program shall provide studies that address the interrelationships among individuals and groups of different races, sexes, religious beliefs, national origins and socioeconomic backgrounds within the school, the classroom and the community but particularly in the classroom.
- Each certification program shall require the demonstration of an acceptable level of competence in skills required to meet the instructional needs of exceptional students in the least restrictive environment.

V. FACULTY

Qualification/Assignment

- The institution's education faculty who are responsible for teaching methodology courses and/or supervising field experiences and student teaching shall be of sufficient number and have had experience at the elementary, secondary, supervisory or administrative level commensurate with the candidate's area of study.

Faculty Load

- No provision stated.

Faculty Development

- Institutional support shall be provided for the education faculty for the continued development of scholarly expertise, the acquisition of knowledge of the current practices in basic education, and experiences in the basic education community.

Faculty Evaluation

- No provision stated.

VI. GOVERNANCE

Relationship of Program to Institution

- No provision stated.

Authority/Autonomy

- No provision stated.

Structure and Administration

- The institution shall present evidence that it has a commitment to programs for the preparation of professional school personnel, including designated responsibilities for governing of long-range planning for development of the administration of and the evaluation of such programs. Participation of all involved departments and divisions of the institutions shall be evident.

Planning

- No provision stated.

VII. RESOURCES

Personnel

- No provision stated.

Fiscal

- No provision stated.

Facilities

- The institution shall have appropriate facilities, equipment, and materials for each certification program. Evidence shall be presented to show that education faculty of the certification programs use the facilities, equipment, and materials.

Library, Equipment, Supplies

- No provision stated.

ACCREDITING STATE: RHODE ISLAND

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STANDARDS PUBLICATION:
Commissioner's Standards for the Approval of Teacher Education Programs
(June 1988)
DRAFT

PROFILE: ACCREDITATION STANDARDS - RHODE ISLAND

I. ELIGIBILITY

Special Note: These standards are in draft form by Rhode Island and under public review. They have not been adopted as policy by the Department of Education as of August 1, 1989.

General

- Program approval is the process by which an evaluation team, selected by the Department of Education, conducts on site evaluation visits to an Institution of Higher Education (IHE) for the purpose of reviewing all educational preparation programs leading to a state teaching certificate.

- The IHE must submit for approval all educational programs at the institution which lead to a state teaching certificate. Any new program(s) developed subsequent to a visit will be evaluated on an individual basis, and approval may be granted until the next regular institutional visit is scheduled.

- The IHE must appoint an institutional self study committee whose chairperson will act as the institutional coordinator for the on site evaluation. It shall be the responsibility of this committee to develop a self study document that responds to the standards in effect for the approval of teacher education programs. This self study document must be completed on the forms supplied by the Department of Education. The quality of the self study document is of critical importance in securing program approval. All responses to standards should be explicit, in depth, and should include, as part of an appendix, all supporting documentation. The self study document must follow the format of the standards.

- Members of the evaluation team are selected by the Department of Education. The IHE does not have veto power over the selection of evaluators, but may appeal to the Department of Education, in writing, citing specific reasons for any objections.

Relationship Between Accreditation and Certification

- No provision stated.

II. CURRICULUM

Overall Institutional

- Programs for the preparation of professional educational personnel operate with goals and objectives based on the mission of the institution. Statements of goals and objectives provide guidelines for educational planning and operation. These guidelines serve as referents for decision making regarding such matters as student admission and retention policies, curriculum development, faculty, research, evaluation, physical facilities, resources, community services, and finance.

- A statement of the institution's mission and goals is in printed materials used by the institution to describe its programs.

- The general education program shall require study of the historical and cultural values, customs, and social institutions of:

  - Both western and non-western cultures;
  - Both minority and majority cultures.

  This study shall be integrated.

- The general education program shall provide for the development of the following skills essential to understanding intellectual ideas and principles:

  - Analysis;
  - Synthesis;
  - Evaluation; and
  - Creativity.

- The general education program shall require study to develop:

  - Competence in oral and written communication skills;
  - An understanding of the ability to use basic mathematical properties, processes, and symbols; and
  - An understanding of the characteristics of the disciplines in the arts, humanities, natural sciences, behavioral sciences and social sciences, as well as the application of modes of inquiry.

- Program goals and objectives stated for the preparation of educational personnel, including undergraduate, graduate, and other programs leading to initial certification offered and approved by the state for the preparation of specifically named professional education personnel, are consistent with the mission and goals of the institution.

- The professional component of the teacher education program shall be based upon a written conceptual framework which describes:
  - The institution's role expectations and desired outcomes;
  - Ways to achieve those expectations and outcomes for the pre-service teacher.
- The curriculum design for teacher education shall include practice and theory; and shall integrate theories of teaching and learning with the study of behavioral situations both real and simulated.
- The curriculum planning and development process shall provide for integrated program objectives which assure that all components of the teacher education program relate to one another. The planning, development, and evaluation of curriculum components shall be based on a written conceptual framework.
- The curriculum development process shall involve advisory and/or policy groups comprised of the following:
  - Subject area faculty in fields related to public school specialization areas; and
  - Elementary and secondary school representatives.
- The advisory and/or policy groups shall include:
  - Professional associations;
  - Professional committees and commissions; and
  - Teacher education students.
- The professional education program shall require experiences to develop knowledge, skills, and attitudes which will enable the prospective teacher to:
  - Enhance pupil self-esteem and confidence;
  - Promote constructive interaction among people of differing economic, social, racial, ethnic, and religious backgrounds.
- The professional education program shall require study of general principles of life long human growth and development and the relationship of teaching and learning theories to physical, social, intellectual, and emotional development.

- The professional education program shall require study of the communication processes and skills for use between the teachers and pupil and between the teachers and others.

- The professional education program shall require study of research about teacher characteristics and behaviors as they affect the learner.

- The professional education program shall require study of techniques for diagnosing the capabilities of the learner and for designing instructional programs for all pupils in the least restrictive environment.

- The professional education program shall require study of the application of methods and techniques in a clinical setting in the particular field of specialization.

- The professional education program shall require study of methods of teaching reading, writing, and other literacy skills in the prospective teacher's area of specialization.

- The professional education program shall require study of skills and strategies to be used in the management of individual, small, and large groups under varying classroom conditions.

- The program shall provide the opportunity and require prospective teachers to observe and analyze a variety of teaching models and to assess their own teaching effectiveness and professional growth needs.

- The program shall require study of the philosophy, development, and organization of education in the United States.

- The teaching major or field of specialization shall be based upon program objectives and competency expectations for classroom teaching. These objectives and competency expectations shall be related to public school curriculum and shall reflect current theory, research, practices, and recommendations of the professional organizations representing the specialization field.

- The teaching major or field of specialization shall require study and experiences designed to develop an understanding of the sequential nature of the knowledge and skills, as well as competency in the methodology needed to teach the subject matter.

Specialist Courses (Core Curriculum)

- Handicapped Students - General Program

  - The program shall require that the student complete a major in special education and demonstrate competence in describing the characteristics of exceptionality and its effect on how students learn.

  - The program shall require demonstrated competence in an understanding of national, state, and local laws, policies, and procedures affecting the handicapped.

  - The program shall require demonstrated competence in the development, selection, administration, and interpretation of formal and informal assessment techniques and instruments to assess a student's educational development (academic, cognitive, communicative, emotional, physical, prevocational/vocational, and social) focusing on the student's current educational development.

  - The program shall require demonstrated competence in communicating with parents, students, and professional personnel relative to the assessment of a student's academic, social, cognitive, physical, and communicative functioning and the subsequent planning, development, and implementation of the student's program.

  - The program shall require demonstrated competence in identifying, selecting, and using resource agencies (internal and external resources including the community) for improving and strengthening the educational program for handicapped students.

  - The program shall require demonstrated competence in the development, implementation, and evaluation of a variety of logically ordered instructional approaches to learning for handicapped students that address their academic, social, cognitive, prevocational/vocational, and physical needs; including the organization and maintenance of student records.

  - The program shall require demonstrated competence in identifying, selecting, adapting, and using commercially and teacher-made media and materials for improving and strengthening programs for handicapped students.

  - The program shall require demonstrated competence making appropriate adaptation in the environment, equipment, and/or devices needed to organize a variety of individual and small group learning activities.

  - The program shall require demonstrated competence in individual and group management techniques using a variety of techniques based upon behavioral, cognitive, and humanistic psychological theories.

  - The program shall require demonstrated competence in planning, implementing, and evaluating individualized educational programs for handicapped students.

  - The program shall require demonstrated competence in identifying and dealing with reading problems. (Resource certificate only.)

- Severely Handicapped Students

  - The program shall require that the student complete a major in special education/severely handicapped and demonstrate competence in identifying specific handicapping conditions and developing appropriate intervention programs.

  - The program shall require demonstrated competence in the comprehen- sive assessment of students using appropriate observational/ assessment techniques and instruments which correspond to rules and regulations pertaining to specific handicapping conditions.

  - The program shall require demonstrated competence in converting assessment information into functional long term goals and short term objectives (individual education plan - IEP) designed to meet the needs of the specific handicapping condition including recommendations relating to placement in the appropriate, least restrictive environment.

  - The program shall require demonstrated competence in implementing the IEP using appropriate curriculum, instructional techniques/ methods, selecting and applying appropriate ongoing measurement techniques, media/materials, and supportive personnel.

  - The program shall require demonstrated competence in monitoring and analyzing the effectiveness of the IEP in meeting long term goals and short term objectives and in making appropriate program modifications as indicated.

  - The program shall require demonstrated competence in planning and providing, in addition to those experiences required in the IEP, a total continuum of curriculum experiences.

  - The program shall require demonstrated competence in planning and providing career/vocational education and life skills.

- The program shall require demonstrated competence in the understanding of an developing competence in using appropriate individual and group classroom management skills.
- The program shall require demonstrated competence in assessing the environment and interacting effectively with students, parents, regular teachers, administrators, and other support personnel and resources.
- The program shall require demonstrated competence in understanding and applying principles of learning and of human growth and development for working with the severely handicapped.
- The program shall require demonstrated competence in applying knowledge of current federal and state laws, rules, and regulations governing programs for the severely handicapped.
- The program shall require an intensive practicum experience with the severely handicapped.
- The program shall require demonstrated competence in developing and providing learning environments for students who are medically defined as handicapped who have other health problems.
- The program shall require demonstrated competence in understanding the range of residential, vocational, and leisure services available for this population.
- The program shall require demonstrated competence in the use of adaptive equipment and/or modifying equipment and materials for use with the severely handicapped.
- The program shall require demonstrated competence in the understanding of the applications of child development on mobility, communication, and interaction.
- The program shall require demonstrated competence in the development and implementation of curriculum methodologies for young students with severe or profound handicaps.
- The program shall require demonstrated competence in the development and implementation of curriculum methodologies for adolescents and young adults with severe or profound handicaps.
- The program shall require demonstrated competence in adaptations, instructional methodology, and technology for persons with physical and sensory impairments.

- Hearing Impaired Students
    - The program shall require that the student complete a major in special education/hearing impaired and demonstrate competence in understanding educational foundations in the education of the hearing impaired.
    - The program shall require demonstrated competence in understanding developmental characteristics unique to the hearing impaired.
    - The program shall require demonstrated competence in understanding language and communication, to develop competence to use appropriate instructional procedures to effect language learning in the hearing impaired children.
    - The program shall require demonstrated competence in understanding the function and malfunction of the sensorimotor and auditory systems.
    - The program shall require demonstrated competence in the selection of appropriate assessment instruments, administration of tests, and interpreting test results for the hearing impaired.
    - The program shall require demonstrated competence in understanding curriculum and instruction procedures of the hearing impaired as well as normal hearing children.
    - The program shall require demonstrated competence in understanding speech science and audiology and their relevance to education of the hearing impaired.
    - The program shall require demonstrated competence in understanding the anatomy and physiological aspects of the auditory and speech mechanisms and their malfunction as they relate to the hearing impaired.
    - The program shall require demonstrated competence in understanding normal and abnormal language development and the implications for teaching language and reading to the hearing impaired.
    - The program shall require demonstrated competence in understanding the psychological dynamics of the hearing impaired in a hearing society.
    - The program shall require demonstrated competence in understanding the counseling of parents and family of the hearing impaired.

o Visually Impaired Students

- The program shall require that the student complete a major in special education/visually impaired and demonstrate competence in understanding the anatomy and physiology of the eye of the visually impaired.
- The program shall require demonstrated competence in understanding plans of organization and educational approaches to serving the visually impaired and the principles and practices of preparation, selection, adaptation, and effective use of appropriate instructional materials.
- The program shall require demonstrated competence in adapting the school environments and providing assistance in the development of coping skills, including movement, for the visually impaired.
- The program shall require demonstrated competence in the selection of appropriate assessment instruments, administration of tests, and interpretation of a variety of assessment instruments for the visually impaired.
- The program shall require demonstrated competence in using appropriate teaching methods applied to the special needs and capabilities of the visually impaired in using tests and interpreting test results for programs.
- The program shall require demonstrated competence in understanding the impact of vision loss on the development of the visually impaired.
- The program shall require demonstrated competence in understanding in the psychological dynamics of visual impairment in a sighted society.
- The program shall require demonstrated competence in pupil and program evaluation, including assessment of instructional sequences and overall program effectiveness of related school programs.
- The program shall require demonstrated competence in counseling parents and family of the visually impaired and in providing effective counseling and guidance services.
- The program shall require demonstrated competence in the fundamentals of reading and writing braille.

Other Special Requirements

o No provision stated.

III. RELATIONSHIP TO WORLD OF PRACTICE

Clinical and Field Based Experience

- The program shall require an intensive practicum experience with the target population.
- The curriculum shall include supervised clinical and student teaching experiences which shall be sequential and incremental and shall occur in a variety of settings including the areas of specialization. The experiences shall be documented.
- Student teachers shall be informed of the criteria to be used to evaluate their student teaching experience prior to the evaluation and shall be evaluated by written criteria.
- Students shall be given a written evaluation of their student teaching performance.
- The institutions and the elementary and secondary schools shall collaboratively develop guidelines and share responsibility for the implementation and evaluation of the clinical and student teaching experiences.
- The institutions and the elementary and secondary schools shall collaboratively develop guidelines and share responsibility for the selection, training, and evaluation of cooperating teachers.
- The student teacher shall be provided with formal opportunities to discuss his/her progress with both the cooperating teachers and college supervisor.
- The professional education program shall require a minimum of 300 clock hours of supervised student teaching.
- The student teaching experience shall provide sequential learning experiences which allow the student teacher to perform a variety of tasks in the classroom and building ranging from the simple to the complex.
- Student teachers shall be assigned to cooperating teachers who have met the initial criteria for service as a cooperating teaching. Such criteria shall be incorporated in the student teaching handbook.
- There are provisions for planned direct supervision of clinical experiences by adequate numbers of full time competent subject matter and professional education faculty.

- Clinical and student teaching experiences are done through cooperative programs in selected schools, having well planned curricula, appropriate teaching materials, and professionally educated staff members with successful teaching experience.

- The student teacher shall be observed by the college supervisor at least three times during the student teaching experience.

- The institution has a person who serves as a liaison with the school system to coordinate clinical and student teaching experiences.

Follow-up of Graduates

- The institution has a well defined plan and procedures for the evaluation of its graduates which are implemented at least once every five years and used to upgrade programs and improve practices pertaining to admission, retention, and completion of programs for the preparation of educational personnel.

- The institution conducts follow-up surveys of its graduates from programs for the preparation of educational personnel at least once every five years and uses the resulting data to improve student personnel services.

- There shall be an evaluation process for individual programs and for the total program. The evaluation process shall include a systematic analysis of students currently enrolled and of graduates to determine whether the program is accomplishing its objectives.

Relationship with Field

- No provision stated.

IV. STUDENTS

Admission

- The institution has well defined and published policies and procedures for the active recruitment of academically able students into professional education programs.

- The institution has well defined and published policies and procedures for the active recruitment and retention of teacher education candidates who represent a diversity of ethnic, racial, and cultural backgrounds.

- The institution has well defined and published policies and procedures for selective admission of students into undergraduate and graduate programs for the preparation of educational personnel. Students admitted to programs meet established academic and personal standards.

- Institutions that admit students into graduate programs leading to initial certification shall require scholarship in coursework beyond that expected at the undergraduate level.

- Institutions that admit students into graduate programs leading to initial certification, whether degree or non-degree program, shall review the individual's undergraduate preparation to determine whether it meets the general education and the specific standards for teaching major. Provisions shall be made to incorporate any requirements not met by the individual's undergraduate preparation.

- The policy for admission into post baccalaureate programs for the initial certification of teachers includes the following components and minimum criteria:

  - Written recommendations from at least two persons well acquainted with the academic ability and aptitude of the applicant;

  - The G.P.A. for admission to a graduate education program which exceeds the G.P.A. average required for admission to an undergraduate education program, unless the applicant is admitted on a conditional basis. At institutions which do not use a G.P.A. as a measure of student achievement, written criteria shall ensure that the student's academic standing is higher than that which is required to remain in good standing at the institution. It is the responsibility of the institution to demonstrate that the criteria they have developed ensures the same intent as required by institutions that use a G.P.A.

  - Scores on the Miller Analogy Test or the Graduate Record Examination.

- For undergraduate admission, the policy includes the following components and minimum criteria:

  - An interview assessment by education faculty of students' personal qualities;

  - A grade point average (G.P.A.) for admission to the education program which exceeds by a factor of at least 25% the G.P.A. required to remain in good standing at the institution at that point in a student's tenure. At institutions which do not use a G.P.A. as a measure of student achievement, written criteria shall ensure that the student's academic standing is higher than that which is required to remain in good standing at the institution. It is the responsibility of the institution to demonstrate that the criteria they have developed ensures the same intent as required by institutions that use a G.P.A.

- Scores on a written test of academic skills, including reading, writing, speaking, listening, and mathematics and an oral test of speaking skills. (Applicable at the end of a student's first semester in the professional program.)

Monitoring - Assessment/Competencies

- For undergraduate and graduate programs, the policy includes the following components and minimum criteria:
  - Prior to student teaching, professional education faculty formally evaluate students' academic progress, performance, and personal qualities and make retention decisions;
  - Prior to student teaching, the G.P.A. required for retention exceeds by a factor of at least 25% the G.P.A. required to remain in good standing at the institution at that point in a student's tenure;
- The institution has a well defined published policy and procedures for determining the retention of students in undergraduate and graduate programs for the preparation of educational personnel. There is a plan and systematic procedure for evaluating student progress and performance throughout the program, including specified criteria and timetables.
- The teaching major or field of specialization shall include a program of evaluation to assure that the student has attained a minimum level of knowledge of content and teaching competence.

Advisory Services

- The institution provides an advisory system for students in undergraduate and graduate programs for the preparation of educational personnel. Each student is assigned a faculty advisor who possesses a thorough understanding of the program to be followed.
- Both academic and career counseling continue throughout the program and include an effective placement service to assist the students in finding jobs.
- Current supply and demand data for educational personnel is collected, maintained, and used in advisement of students.

Completion of Program/Evaluation - Exit Criteria

- The institution has well defined and published policies, including specified criteria for the graduation of students from undergraduate and graduate programs for the preparation of educational personnel.

- For graduation from undergraduate and graduate programs, the policy includes the following components and minimum criteria:
  - Completion of student teaching with at least a satisfactory grade or better;
  - Positive recommendations of the cooperating teacher or college supervisor; and
  - G.P.A. that exceeds by a factor of at least 25% the G.P.A. required to graduate from the institution.
- Institutions provide evidence to the state certification agency to assure that graduates have met the requirements of the approved program. The institution designates an individual responsible for verifying students' completion of an approved professional education program.

Multicultural Groups and Persons with Disabilities

- The general education program shall require study of the historical and cultural values, customs, and social institutions of:
  - Both western and non-western cultures;
  - Both minority and majority cultures.

  This study shall be integrated.

V. FACULTY

Qualification/Assignment

- The institution provides evidence that both professional education faculty, faculty in subject matter fields, and school district personnel who are involved in teacher education have academic and professional preparation and experience for their respective roles and responsibilities in teacher education programs.
- The faculty responsible for teaching methodology shall give evidence of current knowledge of the teaching specialization, of teaching experience at the appropriate level, and participation in elementary and/or secondary schools, e.g., supervision of teaching, in-service activity, and curriculum development.
- The teacher education faculty shall demonstrate through their own teaching those methods which have been identified through research as appropriate for effective teaching.

- The institution provides evidence that the criteria used for appointing both full time and part time faculty are appropriately matched to specific roles, responsibilities, and assignments.
- The criteria for hiring full time and part time faculty are of high quality.

Faculty Load

- The teaching major or field of specialization shall be supported by an appropriate number of academically qualified full time faculty, adequate for ensuring and supporting a quality program consistent with accreditation standards.
- Twenty student teachers shall constitute a full load for any faculty member who supervises these students.

Faculty Development

- The institution provides evidence of faculty participation in activities designed to promote continuous professional development including curriculum improvement, advanced study, research, membership and involvement in professional and learned societies, and experiences with public schools.

Faculty Evaluation

- The institution shall assess all instructional faculty and provides evidence that faculty use effective instructional methods, educational technology, and measurement and evaluation procedures.

VI. GOVERNANCE

Relationship of Program to Institution

- There shall be evidence of a process for coordinating the development of curriculum, and its implementation and evaluation, between those departments offering general education experiences and the teacher education faculty, to assure that the goals of the general education standards for teacher education programs are achieved.

Authority/Autonomy

- The responsibility for the administration and quality control of programs for the preparation of educational personnel (including programs and activities offered through extended services such as summer sessions, evening and weekend programs, and off-campus courses) is vested in a single, specific, designated, administrative unit.

- A single administrative unit within the institution shall be responsible for verifying that students have successfully completed the approved program.

- No provision stated.

Structure and Administration

- Under the direction of a president or an otherwise designated chief administrative officer, provision is made for the performance of administrative functions affecting professional education programs.

- The control of the institution resides in a governing board that accepts its legal responsibilities to see that the institution fulfills its announced mission and goals. The constitution and bylaws define the responsibilities of the board and administration. All policy decisions are recorded in writing.

- For all programs designed to prepare teachers, a single unit within the institution shall be responsible for the coordination of:

    - Curriculum development;

    - Curriculum evaluation;

    - Revisions of the total teacher education program.

- Each individual program of specialization shall be the responsibility of a designated unit or individual.

- The institution shall ensure that a system exists for communicating information about program modifications and requirements, among faculty, departments, and students. The institution shall ensure that a system exists for coordinating the various components of the teaching major or specialization requirements for prospective teachers.

- Institutions which offer programs for the preparation of educational personnel and activities through extended services, such as summer sessions, evening and weekend programs, and off-campus courses, vest administrative responsibility in the same unit responsible for regular professional education courses and activities, and provide financial and personnel resources, including student personnel services, to ensure quality that is at least comparable to that provided in the regular programs.

Planning

- No provision stated.

VII. RESOURCES

Personnel

- The institution shall define the role and responsibilities of appropriate personnel for all aspects of the program including advisement, planning, and supervision of the program of study for the student.

Fiscal

- The institution operates with a published budget and undergoes regular audits by an outside agency. The budget provides evidence that financial resources for the accomplishment of the institution's mission and goals are available. Allocations for programs for the preparation of educational personnel are specified and, in relation to other programs, and equitable and adequate to carry out their mission, goals, and objectives.

Facilities

- The curriculum laboratory and professional materials center contain collections that are current and appropriate to the school systems, the programs offered, and the age-grade levels of preparation.

- The physical plant meets the instructional, cultural, health, and safety needs of the students.

Library, Equipment, Supplies

- The institution provides space, equipment, supplies, and laboratories needed for each instructional program. Instruction in the production and use of materials and equipment is ongoing.

- Library/media centers are appropriately equipped, professional administered and managed to provide instructional, research, and support services for both teacher education faculty and students. Administrative procedures and retrieval methods reflect current practice and use of educational technology.

- The teaching major or field of specialization shall be supported by facilities, equipment, library and media resources, adequate for ensuring a quality program.

ACCREDITING STATE: SOUTH CAROLINA

MAILING ADDRESS:

Office of Programs for Handicapped
State Department of Education
100 Executive Center Drive A-24
Columbia, SC 29201

CONTACT:

Dr. Robert S. Black
Director

STANDARDS PUBLICATION:

Policies, Procedures and Standards for the Approval of Basic Undergraduate Programs and Procedures for the Application of Standards for the Approval of Basic Graduate Programs and Advanced Programs for the Preparation of Educational Personnel in South Carolina (1988).

PROFILE: ACCREDITATION STANDARDS - SOUTH CAROLINA

I. ELIGIBILITY

General

- Any program of study in professional education offered in South Carolina by an institution of higher education shall be approved by the State Board of Education if the program is to be used for the purpose of initial certification. An institution shall recommend for certification only those individuals who complete a state-approved teacher education program. For this purpose, the State Board of Education adopts the Standards for State Approval of Teacher Education published by the National Association of State Directors of Teacher Education and Certification (NASDTEC), suitably modified or extended by the Board.

Relationship Between Accreditation and Certification

- As stated above, an institution shall recommend for certification only those individuals who complete a state-approved teacher education program.

- A single administrative unit within the institution shall be responsible for verifying that students have successfully completed the approved program.

II. CURRICULUM

Overall Institutional

- A statement of the institution's mission and goals is in printed materials used by the institution to describe its programs.

- Program goals and objectives stated for the preparation of educational personnel are consistent with the mission and goals of the institution.

- The general education program shall require study to develop an understanding of and the ability to use basic mathematical properties, processes, and symbols.

- The general education program shall require study of the historical and cultural values, customs and social institutions of both western and nonwestern cultures and both minority and majority cultures in our own society integrating this study where possible.

- The general education program shall require study to develop the process skills of analysis, synthesis, and evaluation essential to understanding intellectual ideas and principles and to develop an appreciation of the arts.
- The general education program shall require study to develop competence in written and oral communication skills.
- The general education program shall require the study and the application of modes of inquiry and the characteristics of the disciplines in the arts, humanities, natural sciences, and the social science.
- There shall be evidence of a process for coordinating the development of curriculum and its implementation and evaluation between those departments offering general education experiences and the teacher education faculty to assure that the goals of the general education standards for teacher education programs are achieved.
- The general education program shall require study to develop an understanding of and the ability to use basic principles of life science and physical science.
- The process of curriculum development for the total teacher education program and various individual programs shall include advisory and/or policy groups. These groups shall include faculty within the institution with responsibilities in fields related to the areas of public school specialization, and representatives of elementary and secondary schools, the state education agency, professional associations, professional committees and commissions, and teacher education students.
- The professional component of the teacher education program shall be based upon the institution's identified role expectations and desired outcomes for the preservice teacher and there shall be established a conceptual framework for achieving those expectations and outcomes.
- The process of curriculum planning and development shall include the development of program objectives to assure an integrated system of preparation in which each component or subparts of the program functions in relation to other parts. A conceptual framework for the planning, development, and evaluation of components of the program shall be evident.
- The curriculum design of teacher education shall include practice and theory, and shall integrate theories of teaching and learning with the study of actual behavior situations, both real and simulated.

- The teacher education curriculum required by the institution shall be described to faculty, students, and others involved in the program.
- The program shall require experiences to develop knowledge, skills, and attitudes in the prospective teacher which will enhance pupil self-esteem and confidence and promote constructive interaction among people of differing economic, social, racial, ethnic, and religious backgrounds.
- The program shall require study of research about teacher characteristics and behaviors as they affect the learner.
- The program shall require study of general principles of life-long human growth and development and the relationship of teaching and learning theories to physical, social, intellectual, and emotional development.
- The program shall require study of techniques for diagnosing the capabilities of the learner and for designing instructional programs for all pupils in the least restrictive environment.
- The program shall require prospective teachers to observe and analyze a variety of teaching models and to assess their own teaching effectiveness and professional growth needs.
- The program shall require study of skills and strategies to be used in classroom management of individual, small, and large groups under varying conditions.
- The program shall require study of methods of teaching reading in the prospective teacher's area(s) of specialization.
- The program shall require study of the leaders, ideas, and movements underlying the development and organization of education in the United States.
- The program shall require study of skills and strategies to be used in classroom management of computer-assisted instruction.
- The teaching major or field of specialization shall require study and experiences designed to develop an understanding of the sequential nature of the knowledge and skills as well as competency in the methodology needed to teach the subject matter.

Specialist Courses (Core Curriculum)

Handicapped Students. The following standards pertain to programs for preparing teachers of handicapped students at any age/grade level -- early intervention through grade 12. General standards applicable to all areas of special education are designed to prepare an individual to provide a range of educational services for mildly and moderately handicapped students enrolled in the schools. The general standards refer to those mildly to moderately handicapped individuals who have emotional, intellectual, learning, and/or physical problems. The specialized standards pertain to programs for preparing teachers of handicapped students which require additional competencies for severely handicapped, deaf and hearing impaired, and blind and visually impaired students. The general standards are to be applied with each specialized area since they represent a common set of expectations across all areas for the preparation of handicapped students.

- The program shall require demonstrated competence in describing the characteristics of exceptionality and its effect on how students learn.
- The program shall require demonstrated competence in an understanding of national, state, and local laws, policies and procedures affecting the handicapped.
- The program shall require demonstrated competence in the development, selection, administration, and interpretation of formal and informal assessment techniques and instruments to assess a student's educational development (academic, cognitive, communicative, emotional, physical, prevocational/vocational, and social) focusing on the students' current educational development.
- The program shall require demonstrated competence in communicating with parents, students, and professional personnel related to the assessment of a student's academic, social, cognitive, physical, and communicative functioning and the subsequent planning, development, and implementation of the student's program.
- The program shall require demonstrated competence in identifying, selecting, and using resource agencies (internal and external resources including the community) for improving and strengthening the educational program for handicapped students.
- The program shall require demonstrated competence in development, implementation, and evaluation of a variety of logically ordered instructional approaches to learning for handicapped students that address their academic, social, cognitive, prevocation/vocational, and physical needs, including the organization and maintenance of student records.

- The program shall require demonstrated competence in identifying, selecting, adapting, and using commercial and teacher-made media and materials for improving and strengthening programs for handicapped students.

- The program shall require demonstrated competence making appropriate adaptation sin the environment, equipment, and/or devices needed to organize a variety of individual and small group learning activities.

- The program shall require demonstrated competence in individual and group management techniques using a variety of techniques based upon behavioral, cognitive, and humanistic psychological theories.

- The program shall require demonstrated competence in planning, implementing, and evaluating individualized educational programs for handicapped students.

Specialized Standards

- The specialized standards pertain to programs for preparing teachers of severely handicapped, hearing impaired and visually impaired, where specialized knowledge and skills are required in addition to the general standards.

Severely Handicapped (Severely emotionally handicapped, severely intellectually handicapped, severely multiply handicapped, including autistic.)

- The program shall require demonstrated competence in identifying specific handicapping conditions and developing appropriate intervention programs.

- The program shall require demonstrated competence in the comprehensive assessment of students using appropriate observational/assessment techniques and instruments which correspond to rules and regulations pertaining to specific handicapping conditions.

- The program shall require demonstrated competence in converting assessment information into functional long-term goals and short-term objectives (individualized education plan -- IEP) designed to meet the needs of the specific handicapping condition including recommendations relating to placement in the appropriate, lease restrictive environment.

- The program shall require demonstrated competence in implementing the IEP using appropriate curriculum, instructional techniques/methods, selecting and applying appropriate ongoing measurement techniques, media/materials, and supportive personnel.

- The program shall require demonstrated competence in monitoring and analyzing the effectiveness of the IEP in meeting long-term goals and short-term objectives and in making appropriate program modifications as indicated.
- The program shall require demonstrated competence in planning and providing, in addition to those experiences required in the IEP, a total continuum of curriculum experiences.
- The program shall require demonstrated competence in planning and providing career/vocational education and life skills.
- The program shall require demonstrated competence in the understanding of and developing competence in using appropriate individual and group classroom management skills.
- The program shall require demonstrated competence in assessing the environment and interacting effectively with students, parents, regular teachers, administrators, and other support personnel and resources.
- The program shall require demonstrated competence in understanding and applying principles of learning and of human growth and development for working with the severely handicapped.
- The program shall require demonstrated competence in applying knowledge of current federal and state laws, rules, and regulations governing programs for the severely handicapped.
- The program shall require an intensive practicum experience with the severely handicapped.
- The program shall require demonstrated competence in developing and providing learning environments for students who are medically defined as handicapped who have other health problems.
- The program shall require demonstrated competence in understanding the range of residential, vocational, and leisure services available for this population.
- The program shall require demonstrated competence in the use of adaptive equipment and/or modifying equipment and materials for use with the severely handicapped.

Hearing Impaired

- The program shall require demonstrated competence in understanding educational foundations in the education of the hearing impaired.

- The program shall require demonstrated competence in understanding developmental characteristics unique to the hearing impaired.
- The program shall require demonstrated competence in understanding language and communication, to develop competence to use appropriate instructional procedures to effect language learning in the hearing impaired children.
- The program shall require demonstrated competence in understanding the function and dysfunction of the sensorimotor and auditory systems.
- The program shall require demonstrated competence in the selection of appropriate assessment instruments, administration of tests, and interpreting test results for the hearing impaired.
- The program shall require demonstrated competence in understanding curriculum and instruction procedures of the hearing impaired as well as normal hearing children.
- The program shall require demonstrated competence in understanding speech science and audiology and their relevance to education of the hearing impaired.
- The program shall require demonstrated competence in understanding the anatomy and physiological aspects of the auditory and speech mechanisms and their dysfunctions as they related to the hearing impaired.
- The program shall require demonstrated competence in understanding normal and abnormal language development and the implications for teaching language and reading to the hearing impaired.
- The program shall require demonstrated competence in understanding the psychological dynamics of the hearing impaired in a hearing society.
- The program shall require demonstrated competence in understanding the counseling of parents and family of the hearing impaired.

Visually Impaired

- The program shall require demonstrated competence in understanding the anatomy and physiology of the eye of the visually impaired.
- The program shall require demonstrated competence in understanding plans of organization and educational approaches to serve the visually impaired and the principles and practices of preparation, selection, adaptation, and effective use of appropriate instructional materials.

- The program shall require demonstrated competence in adapting the school environments and providing assistance in the development of coping skills for the visually impaired.
- The program shall require demonstrated competence in the selection of appropriate assessment instruments, administration of tests, and interpretation of a variety of assessment instruments for the visually impaired.
- The program shall require demonstrated competence in using appropriate teaching methods applied to the special needs and capabilities of the visually impaired in using tests and interpreting test results for programs.
- The program shall require demonstrated competence in understanding the impact of vision loss on the development of the visually impaired.
- The program shall require demonstrated competence in understanding the psychological dynamics of visual impairment in a sighted society.
- The program shall require demonstrated competence in pupil and program evaluation, including assessment of instructional sequences and overall program effectiveness of related school programs.
- The program shall require demonstrated competence in counseling parents and family of the visually impaired and in providing effective counseling and guidance services.

Speech-Language Pathologists. The following standards pertain to programs for preparing speech-language pathologists.

- The program shall require demonstrated competence in understanding the anatomy and physiology of the speech, language, and hearing mechanism.
- The program shall require study designed to develop understanding of the methods of organizing speech and language screening and intervention programs and the criteria applied in the development and evaluation of the programs.
- The program shall require study designed to develop understanding of causative and maintaining factors of communication disorders.

- The program shall require study designed to develop competence in the use of a variety of standardized procedures of administering, scoring, and appropriately analyzing evaluation data to diagnose communication disorders across all student populations and age groups.
- The program shall require study designed to develop understanding of factors which contribute to the effectiveness of the speech, language, and hearing program, including philosophy, organizational structure, personnel, materials, diagnostic, therapeutic, and evaluative strategies.
- The program shall require study designed to develop competence in implementing a speech and language stimulating program.
- The program shall require study designed to develop competence in the understanding of normal and abnormal language development and linguistic structure, semantics, and phonology.
- The program shall require study designed to develop understanding of available resources, programs, personnel, and facilities within school districts, community, state, and nation which are: instructional, therapeutic, evaluative, consultative, medical, educational, and/or research oriented.
- The program shall require study designed to develop competence in the appropriate use of case files and school records of students referred and those previously enrolled in speech and language programs.
- The program shall require study designed to develop competence in the understanding and use of the kinds of equipment and materials used with students in speech and language programs.
- The program shall require study designed to develop understanding of appropriate criteria for case selection, procedures for the identification of cases, and for program evaluation.
- The program shall require demonstrated competence in communicating with parents, students, and other professionals relative to the assessment, development, and implementation of a student's speech and language program.
- The program shall require study designed to develop competence in identifying, assessing, remediating, and evaluating programs for articulation, fluency, voice, hearing, and language disorders (phonology, morphology, syntax, semantics, pragmatics).

- The program shall require study designed to develop competence of speech-language pathologist to serve as a consultant to regular educators and/or other agency staff.
- The program shall require demonstrated competence in understanding and using appropriate individual and group classroom management procedures.

Other Special Requirements

- Institutions which offer programs for the preparation of educational personnel and activities through extended services such as summer sessions, evening and weekend programs, and off-campus extension or correspondence courses provide financial and personnel resources to ensure quality that is equal to that offered in the regular programs of the college.

III. RELATIONSHIP TO WORLD OF PRACTICE

Clinical and Field Based Experience

- Definitions, requirements, and regulations affecting working relationships between the schools and the institution are explicit, clear, well publicized and followed.
- The institution makes arrangements with school systems which include mutually agreed upon provisions for compensation, supervision, and problem resolution.
- Laboratory, practicum, and clinical experiences are done through cooperative programs in selected schools having well-planned curricula, appropriate teaching materials, and professionally educated staff members with successful teaching experience.
- The institution has a person who served as a liaison with the school system to coordinate laboratory, practicum, and clinical experiences.
- Both school and institution officials responsible for directing and coordinating the experience of prospective teachers enter into professional dialogue and seek to foster and improve professional education through understanding and through the resolution of differences.
- There are provisions for planned, direct supervision of laboratory, practicum, and clinical experiences by adequate numbers of competent subject matter and professional education faculty. The institution provides special preparation for supervisors from both the school and the institution.

o The curriculum in teacher education shall include supervised clinical, laboratory, and practicum experiences which shall be sequential and incremental and shall occur in a variety of settings including the areas of specialization. The nature of these experiences shall be documented.

o The institutions and the elementary and secondary schools shall collaboratively develop guidelines and share responsibility for the training, selection, and evaluation of cooperating teachers and the implementation and evaluation of the clinical, laboratory, and practicum experiences within the program.

o The program shall require study of the application of methods and techniques in a clinical setting in the particular field of specialization.

o A student teaching experience shall provide for intensive and continuous involvement. The length of student teaching must not be fewer than sixty full school days within an academic semester, with semester as defined and utilized by the individual institution for other collegiate practices, unless, for sound educational purposes, specific permission is granted to a particular college by the State Board of Education to have a minimum of sixty full days within the senior year. It may continue until the objectives of the program have been achieved, depending on the performance of the student teacher.

o Each student teacher shall be evaluated at least three times by a representative of the college or university in which the practice teacher is enrolled. The student teacher shall be evaluated using the state-apporoved evaluation instrument designed to provide feedback and assistance to the student teacher regarding any identified deficiencies. All observers who evaluate the student teacher shall receive reliability training under the state-approved training program.

o The program shall require clinical and intern experiences in order to apply theories, skills, and modes of inquiry to practice in the area of specialization.

o The program shall require systematic supervision and evaluation of clinical and intern experiences.

Follow-up of Graduates

o The institution has a well-defined plan and procedures for the evaluation of its graduates which are used in upgrading programs and improving practices pertaining to admission, retention, and completion of programs for the preparation of educational personnel.

- The institution conducts periodic follow-up surveys of its graduates from programs for the preparation of educational personnel and uses the resulting data to improve student personnel services.
- A process of evaluation of individual programs and of the total program shall be in evidence. The process shall include provisions for a systematic analysis of students currently enrolled and of graduates to determine whether the program is accomplishing its objectives.

Relationship with Field

- The teaching major or field of specialization shall be based upon statements of program objectives and competency expectations for classroom teaching as related to the public school curriculum. These statements shall reflect an analysis of current theory, research, practices and recommendations of the professional organizations representing the specialization field found in the public school curriculum.
- The process of curriculum development for the total teacher education program and various individual programs shall include advisory and/or policy groups. These groups shall include faculty within the institution with responsibilities in fields related to the areas of public school specialization, and representatives of elementary and secondary schools, the state education agency, professional associations, professional committees and commissions, and teacher education students.
- Program objectives reflect the judgment of faculty, students, graduates, citizens, school personnel, and professional organizations and are based upon current rends, research, and professional experience.

IV STUDENTS

Admission

- The institution has well-defined and published policies and procedures for selective admission, retention, and graduation for students in basic and advanced programs. Students admitted to programs meet established academic and personal standards. For formal admission into a teacher education program in South Carolina, a student shall successfully complete the Basic Skills Examination that is required by South Carolina law. There is a systematic procedure for evaluating student performance throughout the program.

Monitoring - Assessment/Competencies

- The program shall require that the specialty area examination and the professional knowledge examination be taken by all students no later than the academic year during which the student is enrolled in student teaching.
- The teaching major or field of specialization shall include provision for a systematic program of evaluation to assure that the student has attained a minimum level of knowledge of content and teaching competence.

Advisory Services

- The institution provides an advisory system for students in basic and advanced programs. Each student is assigned a faculty advisor who possesses a thorough understanding of the program to be followed.
- Both academic and career counseling continue throughout the program and include an effective placement service to assist the students in finding jobs.
- A system of student personnel accounting is maintained, including permanent, cumulative records for each student enrolled. As a part of the student record, there is a transcript including a statement of course titles, grades, credits, or the equivalent such as waivers and substitutions. Cumulative files contain a record of all professional laboratory and practicum experiences.
- Current supply and demand data for educational personnel are collected, maintained, and used in advisement of students.

Completion of Program/Evaluation - Exit Criteria

- The program shall require that a single administrative unit within the institution shall be responsible for verifying that students have successfully completed the approved program.
- The institution provides evidence to the state certification agency that graduates have met the requirements of the approved program.
- A single administrative unit within the institution shall be responsible for verifying that students have successfully completed the approved program.

Multicultural Groups and Persons with Disabilities

- The general education program shall require study of the historical and cultural values, customs and social institutions of both western and nonwestern cultures and both minority and majority cultures in our own society integrating this study where possible.

V. FACULTY

Qualification/Assignment

- The institution provides evidence that both professional education faculty, faculty in subject matter field, and school district personnel who are involved in teacher preparation have preparation and experience for their respective roles and responsibilities in teacher education programs.
- The institution provides evidence that the same criteria for academic preparation, experience, and scholarly performance are used for appointing both full-time and part-time faculty.
- The institution provides evidence that its policies of selection, retention, and promotion of personnel include the responsibilities that pertain to programs for the preparation of educational personnel. These policies shall give significant weight to laboratory, practicum, and/or clinical responsibilities.
- The faculty responsible for teaching methodology shall give evidence of current knowledge of the teaching specialization, of teaching experience and participation in elementary and/or secondary school (e.g., supervision of teaching, inservice activity, or curriculum development).
- The institution provides evidence that faculty use effective instructional methods, educational technology, and measurement and evaluation procedures.
- The teacher education faculty shall model in their teaching those methods which they espouse.

Faculty Load

- The institution provides evidence that clinical and field assignments are included in determining faculty loads.

Faculty Development

- The institution provides evidence of faculty participation in activities designed to promote continuous professional development, including curriculum improvement, advanced study, research, membership and involvement in professional and learned societies, and experiences with public schools.

Faculty Evaluation

- No provision stated.

VI. GOVERNANCE

Relationship of Program to Institution

- No provision stated.

Authority/Autonomy

- See "Structure and Administration" which follows.

Structure and Administration

- The institution shall establish a procedure for communicating information between administrators, faculty, and students within and across program units. The institution shall define the roles and responsibilities of appropriate personnel for all pertinent aspects of the program including advisement, planning, and supervision of the student's program of study.
- The control of the institution resides in a governing board that accepts it legal responsibilities to see that the institution fulfills its announced mission and goals. The constitution and bylaws define the responsibilities of the board and administration. All policy decisions are recorded in writing.
- Under the direction of a president or an otherwise designated chief administrative office, provision is made for the performance of administrative functions affecting professional education programs.
- The responsibilities for curriculum development, evaluation, and revision of the total teacher education program shall be coordinated through a single unit of the preparing institution. Each individual program of specialization shall be the responsibility of a designated unit or individual.

Planning

- The institution provides evidence of clearly established channels for students to participate in program development and evaluation. Evidence is also provided that student views are considered.

VII RESOURCES

Personnel

- The institution shall be responsible for assuring the establishment of a procedure for communicating information among faculty, departments, and students, and for coordinating the various components of the teaching major or specialization requirements for prospective teachers. The institution shall define the role and responsibilities of appropriate personnel for all aspects of the program including advisement, planning, and supervision of the program of study for the student.
- The student personnel program is described in college publications and is accessible to students.

Fiscal

- The institution operates with a published budget and undergoes regular audits by an outside agency. The budget provides evidence that financial resources for the accomplishment of the institution's mission and goals are available. Allocations for programs for the preparation of educational personnel are specified and, in relation to other programs, are equitable and adequate to carry out their mission, goals, and objectives.
- The physical plant meets the instructional, cultural, health, and safety needs of the students.

Facilities

- The institution provides space, equipment, supplies, and laboratories needed for each instructional program, such as industrial arts, music, art, physical education, and the sciences. Instruction in the production and use of materials and equipment is ongoing.
- The curriculum laboratory and professional materials center contain collections that are current and appropriate to the school systems, the programs offered, and the age-grade levels of preparation.

Library, Equipment, Supplies

- Library/media centers are appropriately equipped, professionally administered and managed to provide instructional, research, and support services for both faculty and students. Administrative procedures and retrieval methods reflect current practice and use of mediated instructional systems and technology.

ACCREDITING STATE: TEXAS

MAILING ADDRESS:

Special Education Programs
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STANDARDS PUBLICATION:

Subchapters C, H, K, L, and M from Chapter 137 (Title 19, Texas Administration Code and Statutory Citations)

PROFILE: ACCREDITATION STANDARDS - TEXAS

I. ELIGIBILITY

General

- Standards which shall be met by colleges and universities to be approved teacher education institutions are recommended by the Commission on Standards for the Teaching Profession and approved by the State Board of Education with the advice and assistance of the commissioner of education. These standards shall be known as standards for teacher education. All institutions, branches, clusters, centers, or similar organizational arrangements operating teacher education programs in Texas must be approved by the Commission on Standards for the Teaching Profession in accordance with one of the following:
  - "Standards for Teacher Education in Texas, 1955" Standards 1-8, inclusive, as amended.
  - "Texas Standards for Teacher Education and Certification." June 1972, as amended in 1973. Institutions which exercise this option for undergraduate programs must meet fully standard 7 of the 1955 standards as amended. Institutions which offer graduate programs must meet fully standard 8 of the 1955 standards as amended.
  - "The 1984 Standards for Teacher Education," April 1984.
  - The 1987 standards in Subchapter K of this Chapter (relating to 1987 Standards for Approval of Institutions Offering Teacher Education Programs for Initial Certification); Subchapter L of this Chapter (relating to 1987 Standards for Approval of Institutions Offering Graduate Education Programs for Professional Certification), and Subchapter M of this Chapter (relating to 1987 Program Requirements for Preparation of School Personnel for Initial Certificates and Endorsements).
  - A combination of the institutional standards, 1955, 1972, or 1984 and the 1955 or 1984 program standards.
- The institution shall be authorized by the State of Texas to grant degrees of at least the baccalaureate level, accredited by the Southern Association of Colleges and Schools, and approved by the Commission on Standards for the Teaching Profession.

- The institution shall be authorized by the State of Texas to grant advanced degrees at the level required for approved certificate programs, accredited by the Southern Association of Colleges and Schools, and approved by the Commission on Standards for the Teaching Profession.

- The institution shall demonstrate a commitment to teacher education as an institutional objective through policy enactment.

Relationship Between Accreditation and Certification

- No provision stated.

II. CURRICULUM

Overall Institutional

- The general education curriculum shall be designed to advance general literacy and to provide higher levels of proficiency in the skills of communication, information retrieval and processing, and effective interaction in a multicultural society.

- All programs in the teacher education curricula shall be developed from stated goals and objectives that reflect an awareness of the recommendations of practicing professionals and learned societies.

- The institution shall provide a curriculum sequence in each approved teaching specialty that includes in the content the essential elements to be taught to public school students and complementary studies to provide for perspective, flexibility, and versatility in teaching.

- The professional studies component shall include laboratory experiences or clinical experiences with the study of theory.

- Each preparation program shall include studies of the multicultural character of American society with emphasis on working with the various types of students in the Texas school population.

- The institution shall provide graduate programs and curricula that include at least the following dimensions:

    - Content for teaching specialty or professional assignment;

    - Relevant theory from supporting disciplines;

    - Practical experience appropriate to the certificate; and

  - Development of applicable research skills.

- Each graduate level preparation program shall include advanced study in the content of certification areas or teaching specialty fields for which students are being prepared or in which they are renewing certificates.

  - The institution shall require for each major at least 18 semester hours of courses that are open only to graduate students; and

  - All courses in an approved graduate level certificate program shall be offered at least once every three years.

- The best preparation for teaching is a high quality, well rounded education that includes a grasp of the humanities, the natural and social sciences, mathematics, and fine arts. It is particularly important that candidates for certification be able to communicate in clear, correct English. All teacher education programs must be directed toward these objectives. The general education curriculum shall apply to all teacher certificates, special education certificates, and the vocational certificates which are based on an approved teacher education program in a Texas senior college. Specialization in one or more academic areas shall be built upon the general education curriculum. The general education curricula shall include the following:

  - Minimum requirements. General education requirements shall be at least 60 semester hours.

    (a) English (six semester hours must emphasize skills in mechanics and composition) - 12 semester hours;

    (b) Speech (must emphasize oral language proficiency) - three semester hours or demonstration of competency;

    (c) American History - six semester hours;

    (d) Political science (study of United States and Texas constitutions). May be completed only in a government or political science department or by examination. Study of the Texas Constitution must be completed in a Texas institution - three 6 semester hours;

    (e) Natural science (laboratory) - three semester hours;

    (f) Mathematics (at content level of college algebra or above) - three semester hours;

  - (g) Computing and information technology (including societal and ethical implications, and proficiency in use as productivity tools) - three semester hours or a demonstration of competency; and
  - (h) Fine arts - three semester hours.

- Electives. Each institution must provide a minimum of nine semester hours of electives from the areas listed in this paragraph:
  - (a) Humanities;
  - (b) Social Science;
  - (c) Natural Science;
  - (d) Mathematics;
  - (e) Other languages (foreign languages); and
  - (f) Fine Arts.

- Teacher certificate - elementary
  - Option I (grades one through six) shall require:
    - (a) Two 12 semester hour (six semester hours upper division courses in each area) academic specializations; and
    - (b) Twelve semester hours in a combination of subjects taught in elementary grades. Six semester hours of upper division courses in reading must be included unless reading is selected as an academic specialization.
  - Option II (grades one through eight) shall require:
    - (a) One 18 semester hour (nine semester hours upper division courses) academic specialization; and
    - (b) Eighteen semester hours in a combination of subjects taught in elementary grades. Six semester hours of upper division courses in reading must be included unless reading is selected as the academic specialization.
  - Option III (grades one through eight unless otherwise specified) shall require:

(a) One 24 semester hour (12 semester hours upper division courses) delivery system or academic specialization in life-earth science, physical science, or social studies; and

(b) Six semester hours in a combination of subjects taught in elementary grades and six semester hours of upper division courses in reading.

- Option IV (pre-kindergarten through grade six) shall require:

(a) One 24 semester hour (12 semester hours upper division courses) delivery system emphasizing instructional areas designed for early childhood education; and

(b) Six semester hours in a combination of subjects taught in elementary grades and six semester hours of upper division courses in reading.

o Teacher certificate - secondary.

- Option I (grades six through 12) shall require:

(a) One 36 semester hour (21 semester hours upper division courses) teaching field; and

(b) Additional 12 semester hours in a directly supporting field(s).

- Option II (grades six through 12) shall require:

(a) Two 24 semester hour (12 semester hours upper division courses in each) teaching fields, delivery systems, or a combination of a teaching field and a delivery system.

- Option III (grades six through 12) shall require:

(a) One 48 semester hour (24 semester hours upper division courses) broad teaching field.

- Option IV (grades six through 12) shall require:

(a) One 48 semester hour (24 semester hours with 12 semester hours upper division courses in a single area) composite teaching field. A minimum of six semester hours shall be required in each area.

- Teacher Certificate - All Levels.
    - Option I (grades one through 12) shall require:
        - (a) One 48 semester hour (24 semester hours upper division courses) academic specialization which includes six semester hours designed for elementary level and six semester hours designed for secondary level.
    - Option II (grades one through 12) shall require:
        - (a) one 36 semester hour (18 semester hours upper division courses) academic specialization which includes six semester hours designed for elementary level and six semester hours designed for secondary level.
- At the baccalaureate level, the professional development sequence for the initial teacher certificate shall consist of 18 semester hours of upper-division courses. The following three components must be included:
    - Core requirements common to all grade level options which include studies of:
        - (a) Teaching-learning processes, including measurement and evaluation of student achievement;
        - (b) Human growth and development;
        - (c) Knowledge and skills concerning the unique needs of special learners such as:
            - Multicultural education: the impact of cultural, ethnic, language, and social differences upon instructional processes;
            - The characteristics, assessment, least restrictive alternatives, and admission, review, and dismissal processes for special students requiring individualized or specialized education programs; and
            - The characteristics, identification, and needs of the gifted and talented student;
        - (d) Legal and ethical aspects of teaching to include the recognition of and response to signs of abuse and neglect in children;

(e) Structure, organization, and management of the American school system, with emphasis upon the state and local structure in Texas; and

(f) Educational computing, media, and other technologies.

- Methodology requirements specifically designed for the grade level option selected, to include studies of the following:

(a) Instructional methods and strategies that emphasize practical applications of the teaching-learning processes;

(b) Curriculum organization, planning, and evaluation;

(c) Basic principles and procedures of classroom management with emphasis on classroom discipline, utilizing group and individual processes as well as different techniques and procedures adapted to the personality of the teacher; and

(d) The scope and sequence of the essential elements for all subjects required in the elementary course of study that are not included in the academic specializations when elementary options are selected.

o The teacher certificate-elementary shall be based upon completion of a teacher education program as described (relating to Preparation Required in All Programs) and shall include at least one of the following options:

- Option I shall prepare the individual to teach in grades one through six and shall consist of:

(a) Two 12 semester hour academic specializations with six semester hours of upper division courses in each area; and

(b) Twelve semester hours in a combination of subjects taught in elementary grades. Six semester hours of upper division reading must be included unless reading is selected as an academic specialization.

- Option II shall prepare the individual to teach in grades one through eight and shall consist of:

(a) One 18 semester hour academic specialization with nine semester hours of upper division courses; and

        (b) Eighteen semester hours in a combination of subjects taught in elementary grades. Six semester hours of upper division reading must be included unless reading is selected as the academic specialization.

    - Option III shall prepare the individual to teach in grades one through eight, except for the delivery system in generic special education which shall be valid for assignment to school settings with students having identified special needs in prekindergarten through grade 12. Option III shall consist of:

        (a) One 24 semester hour delivery system or academic specialization in life/earth science, physical science, or social studies. Twelve semester hours of upper division courses must be completed, unless otherwise specified; and

        (b) Six semester hours in a combination of subjects taught in elementary grades and six semester hours of advanced level reading.

    - Option IV shall prepare the individual to teach in prekindergarten through grade six and shall consist of:

        (a) One 24 semester hour (12 semester hours upper division courses) delivery system emphasizing instructional areas designed for early childhood education; and

        (b) Six semester hours in a combination of subjects taught in elementary grades and six semester hours of upper division courses in reading.

- o The teacher certificate - secondary shall be based on completion of a teacher education program as described (relating to Preparation Required in All Program) and shall include at least one of the following options:

    - Option I shall prepare the individual to teach in grades six through 12 and shall require completion of 36 semester hours in a single teaching field with 21 semester hours of upper division courses, with an additional 12 semester hours in a directly supporting field;

    - Option II shall prepare the individual to teach in grades six through 12 and shall require completion of two 24 semester hour teaching fields, delivery system, or a combination of a teaching field and a delivery system, with 12 semester hours of upper division courses in each area unless otherwise specified;

- Option III shall prepare the individual to teach in grades six through 12 and shall require completion of 48 semester hours in a broad teaching field with 24 semester hours of upper division courses;

- Option IV shall prepare the individual to teach in grades six through 12 and shall require completion of 48 semester hours in a composite teaching field with 24 semester hours in one area, 12 semester hours of which must be upper division. A minimum of six semester hours must be completed in each area.

o The teacher certificate - all level shall be based upon completion of a teacher education program as described (relating to Preparation Required in All Programs) and shall prepare the individual to teach a specialized academic area in grades one through 12.

o Each academic specialization area, other than physical education, shall require completion of 48 semester hours of which 24 must be upper division. Physical education shall require completion of 36 semester hours of which 18 must be upper division. Each specialization area must include a minimum of six semester hours designed for the elementary level and six semester hours for the secondary level. Areas of academic specialization for the teacher certificate - all level shall be:

(a) Art;

(b) Music;

(c) Physical education; and

(d) Speech Communications - theatre arts.

Specialist Courses (Core Curriculum)

o The special education certificates shall be based upon completion of a teacher education program as described (relating to Preparation Required in All Programs). In accordance with the Texas Education Code, additional semester hours in education are permissible for certification in special education. The program shall include at least one of the following specializations:

- Hearing impaired shall prepare the individual to teach pre-kindergarten through grade 12 in programs designed to serve the hearing impaired and shall require 36 semester hours in courses specifically designed for teaching the deaf and severely hard of hearing, which include, but need not be limited to:

    (a) Survey of special education;

    (b) Foundations of education for the deaf (history of education of the deaf, psychology of deafness, the state curriculum for the deaf, and the legal aspects of education for the deaf);

    (c) Audiology (auditory training and testing and speech reading);

    (d) Speech for the deaf;

    (e) Language for the deaf;

    (f) Manual communication (finger spelling, signed English, and American Sign Language);

    (g) Teaching reading to the deaf; and

    (h) Pre-student teaching experiences with deaf children in settings where the state curriculum for the deaf is being used

  - Speech and language therapy shall prepare the individual to teach prekindergarten through grade 12 in programs designed to serve the speech impaired and shall require:

    (a) Thirty-six semester hours in courses specifically designed for speech and language therapy and shall include a survey course in special education; and

    (b) Two hundred clock hours of clinical practicum, 100 of which must be in a public school setting and may be completed concurrently with student teaching.

- o The professional development sequence for special education certificates shall consist of 18 semester hours of upper division courses. Reading, which may be offered beyond the 18 semester hours of professional development courses, must be included. Reading instruction will be developmental and corrective, and will incorporate identification, teaching strategies, and resources for dyslexia and other reading disorders. The following three components must be included:

  - Core requirements common to all grade levels and which shall include, but need not be limited to:

(a) Teaching-learning processes, including measurement and evaluation of student achievement;

(b) Human growth and development of learners;

(c) Knowledge and skills concerning the unique needs of special learners such as:

  - Multicultural education: the impact upon instructional processes of cultural, ethnic, language, and social differences;

  - The characteristics, assessment, least restrictive alternatives, and admission, review, and dismissal procedures for students requiring individual or specialized education programs; and

  - The characteristics, identification, and needs of the gifted and talented student.

(d) Legal and ethical aspects of teaching to include the recognition of and response to signs of abuse and neglect in children;

(e) Structure, organization, and management of the American school system, with emphasis upon the state and local structure in Texas; and

(f) Educational computing, media, and other technologies.

- Methodology requirements specifically designed for both the elementary and secondary grade levels shall include, but need not be limited to:

(a) Instructional methods and strategies that emphasize practical applications of the teaching-learning processes in the area of the certificate sought;

(b) Curriculum organization, planning, and evaluation for the special learner; and

(c) Basic principles and procedures of classroom management with emphasis on classroom discipline and behavior modification utilizing group and individual processes as well as different techniques and procedures adapted to the personality of the teacher.

- Program Requirement for Endorsement in Special Delivery Areas:

  - Severely emotionally disturbed and autistic:

    (a) Certificate requirements - The severely emotionally disturbed and autistic endorsement may be added only to special education certificates or to teacher certificates with an elementary or secondary option in generic special education.

    (b) Professional development - The professional development sequence for the severely emotionally disturbed and autistic endorsement shall consist of:

      - Fifteen semester hours directly related to teaching the severely emotionally disturbed and autistic; and

      - Three semester hours of a practicum working with the severely emotionally disturbed or autistic; or one year of successful experience on a permit teaching the severely emotionally disturbed or autistic, and three additional semester hours directly related to teaching the severely emotionally disturbed or autistic.

  - Severely and Profoundly Handicapped

    (a) Certificate Requirement - The severely and profoundly handicapped endorsement may be added only to special education certificates or to teacher certificates with an elementary or secondary option in generic special education.

    (b) Professional Development - The professional development sequence for the severely and profoundly handicapped endorsement shall consist of:

      - Twelve semester hours directly related to teaching the severely and profoundly handicapped which shall include six semester hours of field experience in a Central Education Agency accredited or approved school, agency, or institution; or

      - Two years of successful experience on a permit teaching the severely and profoundly handicapped, including but not limited to deaf/blind children, in a Central Education Agency accredited or approved school, agency, or institution and six semester hours directly related to teaching the severely/profoundly handicapped.

- Visually Handicapped

(a) Certificate requirement - The visually handicapped endorsement may be added only to special education certificates or to elementary or secondary teacher certificates;

(b) Professional development - The professional development sequence for the visually handicapped endorsement shall consist of:

- Twenty-one semester hours directly related to teaching the visually handicapped which must include, but need not be limited to:

  (1) Physiological, psychological, and social factors of blindness;

  (2) Literary braille (grade II);

  (3) Special braille notations (including nemeth code, braille music, scientific notation, formal and foreign language);

  (4) Media, materials, and adaptations;

  (5) Methods of instruction (including low vision, orientation and mobility, vocational and career exploration, and multihandicapped);

  (6) Assessment and programming;

  (7) Intervention and parent training; and

  (8) Survey of exceptional children; and

- Three semester hours of a practicum working with the visually handicapped; or one year of successful experience on a permit teaching the visually handicapped, and three additional semester hours directly related to teaching the visually handicapped.

- Gifted and Talented

  (a) Certificate requirement - The all level gifted and talented endorsement may be added to a valid initial teacher certificate which requires a college degree effective September 1, 1991.

  (b) Professional development - The professional development sequence for the gifted and talented endorsement shall consist of:

  - Twelve semester hours to include, but not limited to, the following areas:

    (1) Nature and needs of the gifted and talented;

    (2) Identification and assessment of gifted and talented students;

    (3) Methods, materials, and curriculum for gifted and talented students;

    (4) Counseling and guidance of gifted and talented students; and

    (5) Creativity: theories, models and applications.

  - Three semester hours of practicum experience or two years of successful classroom teaching experience in a program for gifted and talented students.

Other Special Requirements

o No provision stated.

III. RELATIONSHIP TO WORLD OF PRACTICE

Clinical and Field Based Experience

o The institution seeking approval for undergraduate level teacher preparation shall provide as a part of the professional component a planned sequence of field experiences in a school setting at the level(s) for which the student is preparing to teach. To verify this standard the institution shall present evidence that:

  - all teacher education students participate in a planned sequence of professional field experiences which includes student teaching and related field experiences;

- admission to student teaching has as a prerequisite a planned sequence of experiences of working with children or youth in the public school setting;
- each teacher education student participates in an elementary/secondary teaching situation long enough to develop competencies to perform the responsibilities of a professional and this participating is for at least eight weeks on a full-day basis or 16 weeks on a 1/2-day basis, the 1/2-day consisting of at least three consecutive hours;
- the student teaching experience is at the school level(s) for which recommendation for certification is to be made;
- student teaching is designed to provide the experience necessary for developing basic teacher competencies;
- the planned sequence of professional field experiences is designed cooperatively by the institution of higher learning, the cooperating schools district(s), and the profession;
- a specific policy of responsibility for supervision has been agreed to by the institution of higher learning and the school system providing the field experiences;
- the field experience (student teaching) is provided in a school fully accredited by the Texas Education Agency;
- the number of student teachers assigned to a school is limited to the availability of qualified cooperating (supervising) teachers;
- the field experience (student teaching) is sufficiently supervised to guarantee that the needs of the pupils in the learning situation are adequately met;
- the field experience (student teaching) program is in keeping with Texas statutes which address themselves to the subject;
- the school system provides adequate time for the cooperating (supervising) teacher to provide the supervision agreed upon by the school system and the institution;
- the institution of higher learning provides adequate time for the college supervisor to provide the supervision agreed upon by the school system and the institution; and

  - the institution and the school system accepting student teachers shall maintain an orientation and a continuing education program for both college supervisors and cooperating (supervising) teachers.

- o Each graduate level professional preparation program shall include appropriate practical experience in the certification area.

  - The curriculum shall include appropriate laboratory, clinical, and field experiences through which students conceptualize principles and interpret their application to practical problems; and

  - Practice, internships, and similar field experiences shall be provided in graduate professional preparation programs.

- o Field experience requirements which provide for the application of teaching-learning theories and which include:

  - Pre-student teaching experiences. A planned sequence of not fewer than 45 clock hours in field experiences shall be a prerequisite for admission to student teaching.

    (a) Pre-student teaching field experiences shall include observing and working with children or youth in a school or schools accredited or recognized by the Central Education agency;

    (b) At least one-half of the pre-student teaching field experiences shall include observation and experience at a level for which a student teaching assignment is anticipated;

    (c) Option IV for the elementary certificate shall include observation of interaction experiences with children, parents, and families in a variety of settings and from a variety of socioeconomic and cultural backgrounds. The program shall require a minimum of 60 clock hours in field experiences as a prerequisite for admission to student teaching.

  - Student teaching - The institution shall provide for each qualified student a student teaching experience involving a period of major responsibility for instruction and learning in the school classroom environment in the area of the certificate sought. Student teaching should verify student performance capabilities developed through prior components of the teacher education program. Notwithstanding any requirements mandated in this paragraph, an institution may design a variety of experiences and formats for student teaching. Student teaching programs differing from the ones herein specified must be approved by the Commission on Standards for the Teaching Profession.

(a) The student teaching experience shall occur in a school or schools accredited or recognized by the Central Education Agency and shall be designed in compliance with the Texas Education Code.

- Admission to and retention in student teaching shall be restricted to students who have met and continue to meet performance standards established by the institution;
- The number of student teachers assigned to a school or school district shall be limited by the availability of qualified supervising classroom teachers. No more than one student teacher shall be assigned to a supervising teacher during any one time period;
- Student teaching shall be supervised by obth the institution and the school district to guarantee that the needs of students in the learning situation are met;
- An institution may design a variety of experiences in student teaching which meet unique needs of students and programs; and
- Student teachers should maintain the same daily schedule and calendar required of the public school supervising teachers to whom they are assigned.

(b) The student teaching experience shall be a minimum of six semester hours credit earned in a minimum of ten consecutive weeks of full day assignments in accordance with the criteria in this clause.

- Elementary student teacher (grades one through six)
- Secondary student teaching (grades six through twelve);
- All-level (grades one through twelve), hearing impaired (prekindergarten through grade 12), and speech and language therapy (prekindergarten through grade 12) student teaching

(c) Student teaching may be waived if the student has served successfully for two years in an accredited or recognized school as a regular classroom teacher of record in the area and at the level for which certification is sought.

Follow-up of Graduates

- The institution shall provide for a continuous and systematic process of follow-up and evaluation of its teacher education graduates. It must insure that follow-up activities are in operation to ascertain the teacher's performance after initial placement in a professional assignment and that such evaluation is performance-based in nature.

Relationship with Field

- The judgment of the faculty in the teaching specialty, the faculty in teacher education, and public school cooperating teachers is reflected in the selection of courses, experiences, and activities for teacher education students in their teaching specialty curricula.

- The institution shall seek advice from the academic discipline faculty, the professional education faculty, and public school teachers, curriculum personnel, and administrators in determining the curriculum for teacher education students.

- The planned sequence of professional field experiences is designed cooperatively by the institution of higher learning, the cooperating school district(s), and the profession.

- All programs in the graduate teacher education curricula shall be developed from stated goals and objectives that reflect an awareness of the recommendations of practicing professionals and learned societies.

IV. STUDENTS

Admission

- The professional education unit shall be responsible for the administration of admission policies for teacher education programs and the coordination of advisement activities for students preparing for certification as educators.

- The institution shall publish and disseminate the minimum acceptable scores as established by the State Board of Education on the state-adopted competency examinations required for certification in the areas of graduate teacher preparation for which the institution is approved.

- The institution shall publish and disseminate specific policies to govern admission to and retention of students in teacher education programs.
    - Candidates admitted to teacher education programs shall be required to achieve a satisfactory level of performance on a competency examination of basic skills as required by the State Board of Education;
    - The admission and retention policies for teacher education shall state academic qualities, student performance, prerequisite field experience, personal and social qualities, and physical and mental health as indicators of fitness for the education profession;
    - The admission and retention policies for student teaching shall state academic and performance standards as well as prerequisite field experiences.
- The institution shall require candidates for teacher certification to have attained junior standing as defined and published by the respective institution prior to admission to the teacher education program.
- The institution shall limit candidates for teacher certification to the completion of no more than six semester hours of professional education courses prior to admission to the teacher education program.
- The institution shall establish and maintain an approved plan for the administration of the state-adopted basic skills and competency tests.
    - An existing testing center at an institution with approved teacher education programs may be used provided the plan for the center meets all testing center criteria and is approved by the Central Education Agency.
- The graduate admission policies shall include the following:
    - Each student shall hold a baccalaureate or graduate degree from an accredited institution;
    - Each student shall have a minimum overall grade point average of 2.5 on a four-point scale or the equivalent; and
    - Each student shall submit a transcript with evidence of sufficient prerequisites for the program or shall have an approved plan for removing deficiencies.

- Graduate degree programs leading to certification shall:
  - Require students to complete a residency requirement; and
  - Require students to have at least a 3.0 average on a four point scale or the equivalent on all graduate work attempted.

Monitoring - Assessment/Competencies

- The institution shall present evidence that it provides an organized, continuous, and coordinated program of student development services for teacher education students.
  - It identifies the teacher education student early in his college experience to make possible guidance by the professional education faculty;
  - It includes counseling services to assist students in the appraisal of personal potentialities, diagnosis of needs, and referral for remedial services;
  - It includes a systematic program of admission, recycling, directing, redirecting, and retention in teacher education;
  - Admission to teacher education, retention in teacher education, recycling in teacher education, redirecting from teacher education, and evaluation for certification are based on competency-based criteria;
  - Realistic and workable policies govern admission and retention of students in teacher education;
  - The policies of admission to and retention in teacher education guarantee a high quality student in the program;
  - Retention policies guarantee a high standard of teacher performance of certification recommendation, yet are administered judiciously; and
  - It has realistic and workable policies for recycling teacher education students into other fields when this is deemed advisable.

Advisory Services

- The institution shall provide counseling and advisement to assist students in the professional preparation program.

  - Program counseling and advisement shall be administered and coordinated by the professional education faculty;
  - Counseling and advisement about programs of study, performance standards, and career opportunities shall be provided before the student makes a substantial commitment to teacher education;
  - Counseling and advisement services shall assist students in the appraisal of personal potential, diagnosis of individual needs, and referrals for remedial services;
  - Counseling and advisement services shall provide procedures for directing students into other fields of study when advisable;
  - The institution shall have an information system that provides current data on student performance and progress for counseling and advising.

o The institution shall provide placement services to assist teacher education graduates and graduate students seeking professional employment.

  - The institution shall list professional positions known to be currently available;
  - The institution shall make available information about the qualifications and potential of teacher education graduates to school districts on request; and
  - The institution shall provide opportunities for employers to interview students on campus.

o The institution shall provide for cooperative advisement of students between the professional education unit and the academic departments providing instruction in approved areas of specialization, teaching fields, and endorsements.

Completion of Program/Evaluation - Exit Criteria

o Candidates recommended for certification shall be required to show satisfactory performance on a comprehensive examination in each certificate area as required by the State Board of Education.

o Candidates for graduate degrees shall be required to demonstrate proficiency through a comprehensive examination or equivalent culminating experience.

- Candidates recommended for graduate level certification shall be required to show satisfactory performance on a comprehensive examination in each certificate area as required by the State Board of Education.

- For the teacher certificates, each academic specialization, teaching field, and delivery system shall comply with one or more of the options in these standards. In accordance with the Texas Education Code, additional semester hours in education are permissible for certification in bilingual education, English as a second language, early childhood education, and special education. For the teacher certificate - elementary, six semester hours of upper division courses in reading must be included in each option unless reading is selected as an academic specialization. For all other certificates based on college approved teacher education programs, reading must be included in the approved program. Reading instruction will be developmental and corrective, and will incorporate identification, teaching strategies, and resources for dyslexia and other reading disorders. Reading courses which fulfill these requirements may be offered beyond the 18 semester hours of professional development courses.

Multicultural Groups and Persons with Disabilities

- Each preparation program shall include studies of the multicultural character of American society with emphasis on working with the various types of students in the Texas school population.

- The institution seeking approval for undergraduate level teacher preparation shall design its program of general education so that each student recommended for certification shall have a knowledge and understanding of the multicultural society of which he is a part. To verify this standard, the institution shall present evidence that:
  - its program of general education is designed to give emphasis to the multicultural aspects of society; and
  - each student recommended for certification has a knowledge and understanding of our multicultural society.

- The institution seeking approval for graduate level preparation of teachers and other school personnel shall require that each student recommended for certification has a knowledge and understanding of the multicultural society of which he is a part. To verify this standard, the institution shall present evidence that:

- each student recommended for certification has a knowledge and understanding of our multicultural society; and
- each student has had practical experience in dealing with cultural and ethnic groups other than his own.

V. FACULTY

Qualification/Assignment

- Each faculty member who serves as a director of a component in the professional education unit shall have an earned doctorate from an accredited institution in an area commensurate to the assignment.
- Each faculty member who serves as a director of a component in the professional education unit shall have a minimum of three years' experience at the level for which teachers are being prepared. Directors of all level components shall have experience in at least one of the levels for which teachers are being prepared.
- Each faculty member in the professional education unit shall hold at least an earned master's degree from an accredited institution with specialized preparation in the area of assignment.
- At least 50 percent of the work provided in professional education shall be taught by persons holding the earned doctorate in education from accredited institutions.
- The majority of the full time faculty and all teachers of education methods courses in the professional education unit shall have certification or the equivalent and at least three years of elementary or secondary teaching experience at the level or in the teaching field for which teachers are being prepared.
- College or university supervisors of student teachers shall have certification or the equivalent and at least three years of elementary or secondary teaching experience at the level or in the teaching field for which teachers are being prepared.
- In each teaching field, at least one faculty member shall hold an earned terminal degree from an accredited institution in an area commensurate to the assignment.
- The responsibility for leadership and coordination of graduate teacher education shall be vested in qualified individuals with leadership ability.

- Each faculty member teaching graduate courses contributing to an area of professional preparation shall hold an earned doctorate or equivalent in that area from an accredited institution.
- The majority of the full time graduate education faculty and all teachers of education methods courses in the professional education unit shall have certification or the equivalent and at least three years of elementary or secondary experience in the teaching field for which graduates are being prepared.
- Each faculty member teaching upper division and graduate courses included as part of a teaching field shall hold at least an earned master's degree from an accredited institution in the area of assignment or the equivalent.
- At least 30 percent of the courses provided in a teaching field shall be taught by persons with earned terminal degrees in the area of assignment from accredited institutions.
- College or university supervisors of student teachers shall have at least three years of elementary or secondary teaching experience in the teaching field for which teachers are being prepared.
- Faculty members shall possess documented subject matter expertise in one or more academic fields of specialization or areas of assignment.
- Documentation of demonstrated ability to teach effectively shall be accessible to accreditation teams for each member of the teaching faculty participating in teacher education programs.
- Individuals assigned to areas of specialization, teaching fields, and endorsement components of graduate teacher education programs shall have commensurate graduate preparation in the area of assignment.
- Standard - The institution shall provide a sufficient number of faculty members who have appropriate preparation and experience to support the programs for which the institution is approved.

Faculty Load

- The faculty workload policies shall be applied uniformly throughout the institution and shall be consistent with generally accepted practice and with consideration for student teaching supervision loads, practica, and internships in field-based laboratory settings.

- Each semester faculty workload for supervisors of student teachers shall facilitate effective and regular supervision and shall not exceed an average of two student teachers per semester hour of workload credit for all supervisors.

- The graduate faculty workload policies shall be applied uniformly throughout the institution and shall be consistent with generally accepted practice and with consideration for student teaching supervision loads, practice, and internships in field based laboratory settings.

Faculty Development

- The institution shall provide appropriate and continuing professional development activities for faculty in professional education.

Faculty Evaluation

- The faculty evaluation and merit award system, including policies related to tenure, promotion, and salary increments, shall provide for recognition of performance in the full range of professional endeavors from scholarly activities on campus to innovative and creative field related activities.

VI. GOVERNANCE

Relationship of Program to Institution

- The institution shall provide a professional education unit with responsibility for the institution's teacher education program.

Authority/Autonomy

- No provision stated.

Structure and Administration

- The institution shall provide, through its organizational structure, a professional education unit with responsibility for the development and leadership of the teacher education programs.

- The professional education unit shall be established at an organizational level within the institution that allows it to assume its responsibilities and fulfill its objectives.

- The administrative head of the professional education unit shall have authority and responsibility comparable to heads of other similar organizational units.

- The institution shall place the responsibility for recommendations for certification with the head of the professional education unit.

- The responsibility for leadership and coordination of teacher education shall be vested in qualified individuals with leadership ability.

    - The head of the professional education unit shall hold an earned doctorate from an accredited institution;

    - The head of the professional education unit shall have at least three years of relevant elementary or secondary school experience. Relevant experience must include a minimum of one year of full time, full day classroom teaching and may include other instructionally related roles; and

    - The head of the professional education unit shall coordinate the teacher education program of the institution.

- The professional education unit (school, college, division, or department) shall be responsible for initiating, implementing, and evaluating the teacher education program based upon advice from the academic discipline faculty, the professional education faculty, public school personnel, and learned societies.

- The administrative head (dean of education, chairman of education, or director of teacher education) shall direct and coordinate the teacher education program of the institution.

Planning

- The institution shall provide a process for collaborative planning and review of teacher education programs.

- The planning and review process for teacher education programs shall involve representatives of the practicing profession including public school teachers and administrators, faculties in professional and academic discipline areas for which the institution is approved, and students and graduates of the program.

- Short and long range planning documents of the institution shall confirm a commitment to teacher and graduate teacher education as an institutional objective.

- The institution shall have a process for evaluation of its teacher education organizational and policy structure, administrative processes, financial support, faculty performance, student services, programs and curriculum facilities and resources, collaborative activities, and evaluative systems. The quality of each program shall be judged by the success of its graduates, test results, and teacher appraisal, using an accountability system that includes performance of graduates and peer review of institutions and programs.

- The continuous planning, review, and development of the teacher education and graduate preparation program shall respond to needs identified through the evaluation process.
- The evaluation process shall include a procedure for collecting information from faculty, students, public school educators, graduates, and others concerning the teacher education and graduate programs.

VII. RESOURCES

Personnel

- The institution seeking approval for undergraduate level teacher preparation shall provide faculty members of sufficient quality and numbers in all fields for which it is seeking approval for preparing teachers to support the competencies of the program of teacher education.
- The institution seeking approval for undergraduate level teacher preparation shall provide a professional education faculty of sufficient quality and numbers to support the defined competencies and to develop additional competencies as needed in the teacher education program.
- The guidance of college students must not be left to ordinary class room contacts only. The college has an obligation to provide a guidance program which will aid the personal growth and development of each student. This program should be coordinated by qualified persons and should draw from a wide range of faculty resources.

Fiscal

- The professional education unit shall be identifiable in the institutional budget which shall provide for an administrative head, faculty and staff salaries, faculty development, maintenance and operating costs, travel, instructional services, and other support functions for teacher education.
- Requests for allocations of financial resources for graduate teacher education programs and authority for expenditure of the resources allocated to the professional education unit shall be the responsibility of the administrative head of that unit.

- Funds allocated and expended for graduate teacher education programs shall be adequate and be based upon factors which must include, but need not be limited to, the following:
    - College or university and program enrollments;
    - Program productivity and school needs served;
    - Special operation and support needs of graduate teacher education programs, including supervisory travel, participation in professional meetings, clerical assistance, and professional service activities;
    - Laboratory and field settings required by the type, size, and unique needs of approved graduate programs; and
    - Level of developmental support provided for program innovation, assessment of program relevance to school needs, and program quality improvement.
- The institution shall have a systematic process that requires internal budgetary and fiscal responsibility.
- The allocation of financial resources to graduate teacher education programs and support operations shall be a clearly defined written process and shall include budgetary components for administration, faculty and staff salaries, maintenance and operating costs, travel, instructional services, and other support functions.

Facilities

- The institution shall provide and maintain accessibility to physical facilities and learning resources necessary to achieve the objectives of its teacher education and graduate programs.
- The physical facilities shall meet the operational requirements of the objectives of the teacher education programs.
- The physical facilities provided for the professional education unit shall be comparable in quality and appropriateness to those provided by the institution for other areas of professional study.
- The physical facilities for programs and faculty shall facilitate professional communication.
- Specialized facilities, such as clinics and laboratories, shall be provided and equipped as required for each program area for which the institution is approved.

Library, Equipment, Supplies

- Instructional media in multiple formats shall be provided for faculty and students.
- Facilities, equipment, and materials for the preparation of instructional media shall be provided as required for each program area for which the institution is approved.
- The institution shall provide for acquisition of current, quality materials for instruction and research for the professional education unit and for each program area for which the institution is approved.
- Acquisition guidelines for library collections shall provide for input from faculty and regular notification of additions.
- The library shall be accessible to faculty and students on a regular, scheduled basis.
- The graduate library shall provide current, quality resources and materials substantially in excess of those required for initial certification program standards.

NAME OF ACCREDITING STATE:	VIRGINIA
MAILING ADDRESS:	Virginia Department of Education P O. Box 6Q Richmond, VA 23216-02060
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STANDARDS PUBLICATION:	Certification Regulations for Teachers (July 1, 1986, updated October 22, 1987)

PROFILE: ACCREDITATION STANDARDS - VIRGINIA

I. ELIGIBILITY

General

- PLEASE NOTE that the Virginia accreditation standards are under review and are expected to be changing effective 1992.
- Programs shall be developed and approved in accordance with the established standards of the Board of Education, the Council of Higher Education, and the Southern Association of Colleges and Schools.

Relationship Between Accreditation and Certification

- No provision stated.

II. CURRICULUM

Overall Institutional

- An institution seeking initial and continuing approval of teacher preparation programs shall include in its catalog clearly defined statements of purposes and objectives. The institution shall define this scope and provide evidence that it has the personnel, facilities, and services necessary to operate the program. Objectives for teacher preparation should be consistent with the overall objectives of the institution.
- The general studies program shall be emphasized in the first two years of college. The program shall be designed to assist the student to attain knowledge, understanding, and appreciation related to the following:
    - English language as an essential tool in oral and written communication;
    - Scientific and mathematical concepts upon which contemporary civilization depends;
    - Social, geographic, political, and economic conditions and their impact on current problems in the nation and the world;
    - Growth and development of the United States as a nation, its place in world affairs, and the responsibilities of citizenship in this country;
    - World literature with emphasis on, but not limited to, the writings of English and American authors;

- Aesthetic values in human experience as expressed through the fine arts;
- Contemporary world cultures;
- American culture and heritage;
- Principles of physical and mental health as they apply to the individual and the community; and
- Principles of governance in a democratic society and the enhancement of the free enterprise system.

o Certification Requirements - An applicant shall have at least 48 semester hours in general studies, including each of the following fields:

- Humanities - (at least one course in each area - 12 semester hours)
  - (a) English grammar and composition - including vocabulary development and reading comprehension;
  - (b) Literature; and
  - (c) Art, music, philosophy, or foreign language.
- Social Sciences - (at least one course in each area - 12 semester hours)
  - (a) American History, to include Virginia studies and the role of government in a democratic society and its enhancement of the free enterprise system; and
  - (b) Courses selected from history, anthropology, sociology, economics, political science, geography, psychology, world studies or contemporary world cultures.
- Natural Sciences and Mathematics - (12 semester hours)
  - (a) One laboratory course in science; and
  - (b) One course in mathematics.
- School Health and Physical Education - (one course in each area - 4 semester hours or equivalent).
- The remaining eight semester hours shall be selected from courses in the above fields.

- Professional Studies - The area of professional studies is designed to contribute to an understanding of child growth and development and of the methodologies and materials appropriate for instruction. Emphasis shall be given to supervised field based experiences and the foundations underlying the development of public education in the United States.

- The program shall provide for competencies demonstrated through achievement in the following areas:

  - Organization - competence in preparing and presenting an instructional plan;

  - Evaluation of student performance - competence in the selection,, development, and utilization of tests and test scores;

  - Recognition of individual differences - competence in the recognition of student exceptionalities and diversity of needs;

  - Cultural awareness - competence in the recognition of cultural influences on the individual students, on the school as a whole, and on school/community relations;

  - Understanding of the nature of youth - competence in understanding the various patterns of human growth and development as they relate to student learning and achievement;

  - Management - competence in classroom management and discipline; and

  - Educational policies and procedures - competence in understanding and implementing appropriate federal, state, and local policies affecting education.

Specialist Courses (Core Curriculum)

Special Education (K-12) (Common Core)

- Common core content for any program of study leading to endorsement in an area of exceptionality (Emotionally Disturbed, Hearing Impaired, Learning Disabled, Mentally Retarded, Severely and Profoundly Handicapped, Speech-Language Disorders, and Visually Impaired, exclusive of Preschool Handicapped) - The program shall:

  - Provide knowledge of normal language development and how language acquisition is affected by various exceptionalities;

  - Provide skills necessary for assessment and knowledge of the different types of exceptionalities and their educational relevance;

- Provide skills necessary to planning, implementing, managing, and evaluating an instructional program designed for the individual learner;
- Provide knowledge of the philosophy and principles of career education, vocational education, continuing education, and social-leisure activities as applicable to exceptional individuals;
- Provide knowledge of current research trends, and legal issues in the field of special education; and
- Provide practical experience in the specific area of exceptionality.

o Common Core Endorsement Requirements:

- Applicants for endorsement shall meet at minimum the general and professional education requirements for the endorsement;
- Minimum endorsement requirements in a specific area of exceptionality shall be met through upper or graduate level work;
- To be endorsed to teach in kindergarten through grade 12, student teaching must be done at two different levels;
- Students seeking endorsement in an area of exceptionality shall present the equivalent of 18 semester hours of common core experiences (including on-site experiences incorporated into the coursework as appropriate) in the following areas (for Speech and Language delete items b and f):

  (a) Psychoeducational assessment of exceptional individuals;

  (b) Socio-cultural and vocational aspects of disabilities;

  (c) Modifications of curriculum and instruction of the exceptional individual;

  (d) Language development;

  (e) Current trends and legal issues; and

  (f) Teaching methods in remediation of academic subjects for exceptional individuals.

Emotionally Disturbed

- Content - the program shall:
  - Provide knowledge of the characteristics of behavior disordered individuals and the theories relating to the etiology, diagnosis, and intervention procedures based on current research;
  - Provide instruction in behavior management in the organization of educational programs for the emotionally disturbed, in affective education, and in remedial techniques to develop academic, affective, and pschomotor skills;
  - Develop competencies relative to individual and group management to methods of teaching, to the ability to develop, implement, and monitor individual education programs, and to the use of resources essential for effective support services;
  - Develop competencies in group dynamics and in interviewing and counseling;
  - Develop knowledge of the issues, resources and techniques used to integrate the emotionally disturbed into the least restrictive environment;
  - Develop competencies in communication with parents, peers, students, referral agencies, and other non-school groups; and
  - Provide student teaching experience with the emotionally disturbed.
- Endorsement Requirements - In addition to the core requirements (18 semester hours), applicants seeking endorsement to teach the emotionally disturbed shall complete the equivalent of 15 semester hours distributed among each of the following areas:
  - Characteristics of the emotionally disturbed;
  - Specific techniques of behavior management;
  - Educational programming, teaching methods and materials for the emotionally disturbed, to include a variety of school situations; and
  - Student teaching with the emotionally disturbed.

Hearing Impaired

- o Content - the program shall:
  - Provide knowledge and experiences (including diagnosis and evaluation, and the use of therapeutic methods and materials) that lead to competencies needed for the teaching of individuals with speech and hearing disorders;
  - Provide study in audiology and aural rehabilitation, including studies in hearing problems and amplification systems;
  - Develop competencies in auditory training and speech reading for the hearing impaired and the deaf;
  - Provide for observation of diagnosis procedures and case management by qualified clinicians;
  - Provide knowledge of normal language and speech development and the competencies for their development in hearing impaired students; and
  - Provide student teaching with the hearing impaired.
- o Endorsement Requirements - In addition to the core requirements (18 semester hours), applicants seeking endorsement to teach the hearing impaired shall complete the equivalent of 15 semester hours distributed among the following areas:
  - Characteristics of individuals with hearing and related speech disorders;
  - Speech science and audiology;
  - Instructional procedures for the education of the hearing impaired, including manual communication;
  - Individual and group amplification systems with emphasis upon classroom utilization; and
  - Student teaching with the hearing impaired.

Learning Disabled

- o Content - the program shall:
  - Provide knowledge of learning styles and theories as well as educational psychology, and provide knowledge in psychological testing and interpretation;
  - Provide knowledge of characteristics of individuals with

learning disabilities and the etiology of learning disabilities;

- Provide knowledge of techniques for instructing individuals with learning disabilities;
- Provide skills in group dynamics, interviewing and counseling, and knowledge of community resources;
- Provide knowledge of and competencies in curriculum development and special methodology for working with learning-disabled individuals of diversified vocational and professional potential;
- Provide knowledge of and proficiency in educational diagnosis and interpretation;
- Provide skills in ascertaining and managing student's emotional overlay through individual and group behavior management techniques; and
- Provide student teaching with the learning disabled.

o Endorsement Requirements - In addition to the core requirements (18 semester hours) applicants seeking endorsement to teach the learning disabled shall complete the equivalent of 15 semester hours distributed among the following areas:

- Characteristics of individuals with learning disabilities and theories of etiology;
- Techniques for diagnosis and intervention for learning disabled individuals of all degrees of disability at the various school levels;
- Methods of basic skills instruction (i.e., oral and written language, reading, and mathematics) for learning disabled individuals at the various school levels;
- Adaptation of various levels of general education course content, materials, and methods of presentation to accommodate varying learning styles; and
- Student teaching with the learning disabled.

Mentally Retarded

o Content - the program shall:

- Develop competencies needed for teaching individuals with mental retardation (educable or trainable);

- Provide instruction in educational evaluation and interpretation of standardized, informal, and criterion referenced tests;
- Provide knowledge of curriculum development, instructional methods (including the therapeutic), materials, and special teaching techniques for the mentally retarded;
- Provide knowledge of the resources and techniques needed to integrate the mentally retarded within the continuum of services (least restrictive environment);
- Provide knowledge of needed social and leisure skills, as well as socio-cultural and vocational factors in the education and training of the mentally retarded;
- Provide knowledge of medical aspects of the mentally retarded and their implications for instruction; and
- Provide student teaching with the mentally retarded.

o Endorsement Requirements - In addition to the core requirements (18 semester hours), applicants seeking endorsement to teach the mentally retarded shall complete the equivalent of 15 semester hours distributed among the following areas:

- Characteristics, including medical aspects, of mentally retarded individuals;
- Teaching methods and materials for the mentally retarded;
- Vocational exploration, as well as, leisure and social skills training, for the mentally retarded;
- Educational evaluation and its interpretation for the mentally retarded; and
- Student teaching with the mentally retarded.

Severely and Profoundly Handicapped

o Content - the program shall:

- Provide knowledge of the characteristics and theories of tiology relative to the severely and profoundly handicapped;
- Provide knowledge of medical conditions and aspects concerned with the severely and profoundly handicapped;
- Provide knowledge of occupational and physical therapy techniques for dealing with motor skills, neuro-developmental

functioning, adaptive aids, techniques in positioning and handling, and emergency care;

- Provide knowledge of language development disorders and methods of intervention with the severely and profoundly handicapped;
- Develop competency in behavioral management techniques to include affective, educational, and self-care skills;
- Develop competencies in selecting appropriate diagnostic procedures and instruments for determining the individual's capabilities for achievement and in the utilization of this information in designing an appropriate educational program;
- Provide knowledge of needed social and leisure skills, sociocultural and vocational factors, and the functional academics in the education and training of the severely and profoundly handicapped;
- Provide knowledge of the resources and techniques, including residential programs, needed to integrate the severely and profoundly handicapped individual within the continuum of services (least restrictive environment); and
- Provide student teaching with the severely and profoundly handicapped.

o Endorsement Requirements - In addition to the core requirements (18 semester hours), applicants seeking endorsement to teach the severely and profoundly handicapped shall complete the equivalent of 15 semester hours distributed among the following areas:

- Characteristics and medical aspects of severe and profound handicaps and their implications for instruction;
- Advanced techniques of behavior management, communication development (including nonverbal/system and electronic communication devices), social development, and self-care skills for the severely and profoundly handicapped;
- Occupational and physical therapy techniques with application for use with the severely and profoundly handicapped;
- Social and leisure skills development and vocational factors in the education and training of the severely and profoundly handicapped; and
- Student teaching with the severely and profoundly handicapped.

Preschool Handicapped

- In addition to the student teaching experience, on-site experience should be incorporated into coursework.

- Content - the program shall:

    - Provide knowledge of the characteristics of major handicapping conditions and of etiology, diagnosis, and intervention techniques;

    - Provide an understanding of normal growth and development from birth to age five;

    - Develop competencies in communication with parents, referral agencies, and other non-school groups;

    - Develop competencies in designing, implementing, and monitoring individual educational programs;

    - Provide knowledge of legal requirements, state and local policies, resources, financing, organization, and evaluation;

    - Develop competence in the identification and diagnosis of young handicapped individuals;

    - Develop competence in designing programs for parent involvement;

    - Provide knowledge of language development and disorders and methods of intervention;

    - Develop competence in applying principles of learning and child development to curriculum development and behavior management;

    - Provide knowledge of medical aspects of handicapping conditions and the role of health professionals in the lives of handicapped individuals; and

    - Provide student teaching with preschool handicapped.

- Endorsement Requirements - Applicants seeking endorsement to teach the preschool handicapped shall:

    - Possess a Collegiate Professional Certificate;

    - Have two years of experience as an elementary or special education teacher;

    - Complete 30 semester hours or the equivalent at the upper or graduate level; and

- Complete student teaching of at least 6 semester hours which provides experiences in both home-based and center-based programs for preschool handicapped individuals.

Speech-Language Disorders

- Content - the program shall:
  - Include study of the philosophy, administration, organization, and professional activities related to the practice of speech and language pathology in a school setting;
  - Provide knowledge of normal speech, its development, and the nature of language as a human phenomenon;
  - Provide study of speech, language, and voice disorders - their etiology, evaluation, and basic techniques for their prevention and correction;
  - Provide knowledge of phonetics, phonemics, and language development;
  - Provide knowledge of physiological, psychological, and social foundations of speech, language, and hearing disorders, emphasizing anatomy and function of auditory and speech mechanisms;
  - Develop those competencies necessary to design, implement, and evaluate a comprehensive education program appropriate to the instructional needs of the speech and language impaired individual;
  - Assure that the prospective speech and language pathologist has supervised experiences dealing with individual pupils, parents, and professional school personnel; and
  - Provide opportunities to observe procedures of diagnosis and case management by qualified speech and language pathologists.
- Endorsement Requirements - In addition to the core requirements (12 semester hours), applicants seeking endorsement in speech-language disorders shall complete the equivalent of 24 semester hours distributed among the following areas in an advanced program from an accredited institution:
  - Speech pathology;
  - Anatomy and physiology of speech and auditory mechanisms;
  - Speech and language development, including manual communication;

  - Audiology (measurement of hearing and aural rehabilitation); and
  - Management techniques for disorders or articulation, language, fluency, voice, and resonance.

- o A clinical practicum in communication disorders is required with a minimum of 300 clock hours, (the 300 hours is to be in lieu of supervised teaching experience required in professional studies) 100 of which shall be planned, supervised educational setting. This experience shall be appropriately distributed in each of the following areas:

  - Diagnosis; evaluation of speech and language;
  - Management of language disorders;
  - Management of voice disorders;
  - Management of articulation disorders;
  - Management of fluency disorders; and
  - Audiology.

Visually Impaired

- o Content - the program shall:

  - Provide knowledge of the anatomy and physiology of the eye and of the symptoms and diagnosis of visual impairments;
  - Provide knowledge of local, state, and national facilities for serving the visually handicapped and the blind;
  - Provide knowledge of common plans of organizations for serving partially seeing individuals and the principles of preparation, selection, and effective use of appropriate instructional materials;
  - Develop competencies to solve the problems of adaptation of school environments to meet the needs of visually impaired individuals;
  - Develop competency in teaching methods appropriate to the special needs and capabilities of partially seeing and blind individuals;
  - Develop competency in administering and interpreting tests; and
  - Provide student teaching with the visually impaired.

- Endorsement Requirements - In addition to the core requirements (18 semester hours), applicants seeking endorsement to teach the visually impaired shall complete the equivalent of 15 semester hours in the following areas:

  - Anatomy, physiology, and diseases of the eye;

  - Nature and needs of visually impaired individuals;

  - Reading and writing Braille;

  - Procedures for teaching visually impaired individuals; and

  - Student teaching with the visually impaired.

Other Special Requirements

- No provision stated.

III. RELATIONSHIP TO WORLD OF PRACTICE

Clinical and Field Based Experience

- The program shall provide for pre-student teaching practical experiences and for student teaching:

  - Pre-Student Teaching Practical Experiences - Applicants shall obtain practical field based experience working with individuals to become aware of their physical, social, emotional, and cognitive needs. These experiences shall be made available through placements arranged by the institution as early as possible in the student's career. The institution shall monitor these placements to assess and document the student's overall potential for teaching and specific teaching strengths and weaknesses. The institution shall outline activities to remedy the observed weaknesses.

  - Student Teaching - Student teaching shall be a learning experience encompassing all of the roles of the teacher, including experiences with exceptional individuals, including gifted and talented and those with handicapping conditions. In addition, the student's potential for teaching and certification shall be evaluated comprehensively during the student teaching assignment.

- The following guidelines shall be used in evaluating student teaching programs:

  - Admission to Student Teaching - The student shall be admitted to student teaching after successfully meeting criteria established by the institution. The criteria shall include scholarship, performance in an area of specialization, competence in professional studies, and desirable personal characteristics;

- Length of Program - The length of the supervised classroom experience shall include a minimum of 200 clock hours, at least 60 percent of which shall be in direct instruction. A portion of this classroom experience shall be acquired prior to the student's senior year in college. Experience in two or more settings shall be provided. Student teaching shall be done at the grade level or in the specific area in which endorsement is sought.

- The Cooperating School - The cooperating school shall offer a variety of experiences for student teachers. It shall provide an opportunity to work in various teaching fields, with different groups of children, and in classroom management activities, e.g., counseling, recordkeeping, extracurricular activities, and preparation and selection of teaching materials;

- The Cooperating Teacher - Cooperating teachers shall be cooperatively selected by school and higher education personnel from among those individuals demonstrating successful performance and holding continuing contracts. The college or university shall conduct training sessions with cooperating teachers for the purpose of familiarizing those involved with responsibilities and assessment criteria.

- College Responsibility for Supervision - Persons supervising student teachers shall have training and teaching experiences appropriate to the objectives of the program. Moreover, regular and systematic supervision on the part of college personnel shall be provided during the field experience. The load for supervisors of student teachers shall be limited to one student teacher per semester hour of the supervisor's teaching load. Any increase must be justified in terms of extraordinary circumstances.

- Determination of Performance - The evaluation of student teaching performance shall be cooperatively conducted by a team, including, yet not limited to, the institutional supervisor, the cooperating teacher and an administrator within the school. A copy of the assessment of each evaluator shall be on file with the cooperating college or university and shall be available to prospective employers.

Follow-up of Graduates

- o No provision stated.

Relationship with Field

- No provision stated.

IV. STUDENTS

Admission

- Stated policies which are explicit in the identification of methods and instruments used to assure satisfactory completion of the teacher preparation program; such policies shall set forth:
    - A system of selective admission, retention, and exit criteria;
    - Guidance, counseling, and placement services;
    - Evaluation procedures for determining the aptitude and competency of a prospective teacher; and
    - Follow-up procedures to assess the effectiveness of the teacher preparation program.
- Each institution shall establish formal, published policies regarding the selection and retention of students in teacher preparation programs. Requirements for admission to teacher preparation should equal or exceed requirements for other programs offered at the institution.
- Standards for acceptance shall include, but not be restricted to, the following:
    - Demonstrated competence through an appropriate institutional assessment of skills in mathematics and in effective oral and written usage of language;
    - Interpersonal skills necessary for successful classroom, collegial, and school-community interaction;
    - Potential for or demonstrated leadership; and
    - Physical and mental health necessary for the tasks to be performed.

Monitoring - Assessment/Competencies

- No provision stated.

Advisory Services

- The guidance of students must extend beyond classroom contacts and must be offered on a regular basis. The institution has an obligation to provide a guidance program which will aid in the personal growth and development of each student. This program shall be coordinated by qualified persons and shall draw from a wide range of faculty resources.

- The guidance program for students shall provide for:
  - Assistance to each student in the selection of academic studies and elective activities which promote intellectual growth, physical and mental health, and skills in human relations;
  - Centralized information-gathering procedures which make available current student data to persons serving as student advisors;
  - Special counseling to assist students in appraising their interests and teaching potential; and
  - A placement service to assist graduates in securing positions.

Completion of Program/Evaluation - Exit Criteria

- No provision stated.

Multicultural Groups and Persons with Disabilities

- The program shall provide for competencies demonstrated through achievement in the following areas:
  - Recognition of individual differences - competence in the recognition of student exceptionalities and diversity of needs;
  - Cultural awareness - competence in the recognition of cultural influences on the individual students, on the school as a whole, and on school/community relations; and
  - Understanding of the nature of youth - competence in understanding the various patterns of human growth and development as they relate to student learning and achievement.

V. FACULTY

Qualification/Assignment

- The institution shall provide evidence that:
  - All full time faculty members teaching undergraduate college courses hold the master's degree and no less than one third hold an appropriate terminal degree;
  - All full time faculty members teaching graduate courses have appropriate post master's training and no less than two thirds hold an appropriate terminal degree;
  - Faculty members have current knowledge and understanding of public school programs, as well as experience in the areas of their teaching specialities;
  - Faculty members participate actively in learned societies and professional organizations.

Faculty Load

- No provision stated.

Faculty Development

- No provision stated.

Faculty Evaluation

- Continuous evaluation of the curricular elements of the program, as well as the teaching effectiveness of the program's faculty and the progress of the students enrolled.

VI. GOVERNANCE

Relationship of Program to Institution

- No provision stated.

Authority/Autonomy

- No provision stated.

Structure and Administration

- The institution offering a teacher preparation program shall provide evidence that:
  - The program is a cooperative endeavor and is the product of the disciplines and personnel involved;
  - A permanent council or committee of the administrative and instruction staff coordinates the total teacher preparation program and assures the continuous interfaculty action necessary for its operation.

Planning

- No provision sated.

VII. RESOURCES

Personnel

- No provision stated.

Fiscal

- No provision stated.

Facilities

- The institution shall have the physical facilities, instructional materials, supplies, equipment, and other resources needed for teacher preparation programs.
- A materials laboratory or center shall be maintained and shall be directed by a faculty member who is well informed in instructional media and materials appropriate to elementary, middle, and secondary level teaching.

Library, Equipment, Supplies

- The institution shall have a library sufficient for instructional purposes in each field of specialization for which the institution is approved.

ACCREDITING STATE: WEST VIRGINIA

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Special Education
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STANDARDS PUBLICATION:
Policy 5100: Approval of
Educational Personnel Programs
(Amended September 9, 1988)

PROFILE: ACCREDITATION STANDARDS - WEST VIRGINIA

I. ELIGIBILITY

General

- West Virginia institutions which choose to offer West Virginia Board of Education approved programs must establish or maintain accreditation of the Professional Education Unit by the National Council for the Accreditation of Teacher Education (NCATE). An initial review for non-NCATE institutions must be conducted before July 1, 1993.

- The institution must be accredited by the North Central Association of Colleges and Schools for the appropriate academic levels.

- All programs submitted for State Board approval must have been reviewed by the institution's Educational Personnel Preparation Advisory Committee (EPPAC).

- Public Supported institutions must be authorized by the West Virginia Board of Regents to offer preparation program(s) leading to West Virginia licensure. In the case of private institutions, a letter from the chief executive officer of the institution which authorizes the program offering must be provided.

Relationship Between Accreditation and Certification

- The purpose of these accreditation standards ("State approval of educational professional preparation programs") is to ensure that those who are licensed for employment in the public schools have achieved the skills and knowledge necessary to function as entry-level members of the profession.

II. CURRICULUM

Overall Institutional

- Preprofessional Skills: Listening - The prospective educator must demonstrate listening proficiency at three areas of comprehension: literal, interpretive, and critical. Descriptors for each area include:

    - Literal Comprehension - to listen actively to achieve understanding of the message in an interpersonal, group, or public communication interaction.

(a) Thesis - to recognize and paraphrase accurately the central idea in an oral message.

(b) Main Ideas - to identify accurately the main points which make up the thesis of the oral message.

(c) Supporting Materials - to recognize accurately the details or evidence supporting the main points of an oral message.

(d) Directions - to restate accurately directions and instructions.

(e) Diction - to accommodate non-standard articulation or dialectal patterns to achieve accuracy of intended meaning.

(f) Suspending Judgment - to listen non-judgmentally in order to understand the intended message accurately.

- Interpretive Comprehension - to demonstrate listening and responding skills which clarify and enhance human relations in a public, group, or interpersonal interaction.

  (a) Paraphrasing - to restate the speaker's viewpoint accurately when it differs from that of the listener.

  (b) Feedback - to ask questions effectively and in a non-threatening manner for clarification of information.

  (c) Difference of Opinion - to identify and understand the reason for the perspective (perceptual framework) of the speaker.

  (d) Decoding Nonverbal Cues - to identify incongruities between verbal and nonverbal cues.

  (e) Empathic Listening - to identify the emotional content of the message from vocal and nonvocal cues.

- Critical Comprehension - to listen actively and to evaluate oral messages in a public, group, or interpersonal interaction.

(a) Ideas - to evaluate the thesis, main points, and supporting material of the message.

(b) Fact and Opinion - to distinguish between observation and inference.

(c) Information and Persuasion - to distinguish between informative and persuasive messages.

(d) Persuasive Techniques - to identify a variety of reasoning techniques and motive appeals used in oral messages.

(e) Drawing Conclusions - to analyze and synthesize multiple messages and draw defensible conclusions.

(f) Assessing Credibility - to distinguish between the subjective attitude toward the speaker and the content of the message.

o Preprofessional Skills: Mathematics - The prospective educator must demonstrate mathematical competence in five areas: computation, problem solving, relations, measurement, and computer skills. Descriptors for each area include:

- Computational Skills - to perform the operations of addition, subtraction, multiplication and division.

  (a) Whole Numbers - to add, subtract, multiply and divide whole numbers.

  (b) Fractions and Mixed Numbers - to add, subtract, multiply and divide fractions and mixed numbers.

  (c) Decimals - to add, subtract, multiply and divide decimal numbers.

  (d) Integers - to add, subtract, multiply and divide integers.

Problem Solving - to solve problems where computational skills are required.

  (a) Verbal Problems - to solve a problem requiring one or two operations.

  (b) Algebraic Problems - to solve algebraic equations with one unknown.

(c) Formulae - to solve a problem involving the use of a given formula.

(d) Percent - to solve problems involving the use of percent.

- Relations - to understand non-computational mathematical concepts.

  (a) Ordering - to order a set of:

  1. Integers;
  2. Fractional numbers; and
  3. Decimal numbers.

  (b) Renaming - to rename numbers (fraction to decimal, decimal to percent, etc.).

  (c) Ratio - to translate verbal information into the mathematical representation of ratio.

  (d) Graphics - to interpret and represent data graphically.

  (e) Exponents - to recognize and use exponents.

  (f) Grids - to locate points on a grid (Cartesian plane).

  (g) Central Tendency - to determine the mean, mode and median for a set of numerical values.

  (h) Scores - to determine and understand percentile, as well as percentage, scores.

  (i) Estimation - to estimate the solution to a problem situation.

- Measurement - to use both the metric and customary systems of measurement.

  (a) Linear Measure:

  1. To read a linear scale in metric units;
  2. To read a linear scale in customary units; and
  3. To determine the perimeter of circle or polygon.

  (b) Area - to determine the area of a circle or a polygonal region.

  (c) Volume - to determine the volume of a rectangular solid.

    - (d) Conversion - to convert from one unit to another within:
        1. the metric system; and
        2. the customary system.

  - Computer Skills - to use a microcomputer.
    - (a) Operation - to access and use a "canned" program.
    - (b) Terminology - to demonstrate knowledge of the terminology related to computers.
    - (c) Programming - to write and run a simple program.

- Preprofessional Skills: Reading - The prospective educator must demonstrate reading proficiency at three areas of comprehension: literal, interpretive, and critical. Descriptors for each area include:
  - Literal Comprehension - to recognize and recall ideas, information and happenings that are explicitly stated in the materials read.
    - (a) Main Idea - to recognize or recall the central theme of a selection explicitly stated in the material.
    - (b) Sequence - to recognize or recall the order of events explicitly stated in the material.
    - (c) Details - to recognize or recall specific information stated in the material.
    - (d) Comparison/Contrast - to recognize or recall likenesses and differences stated in the material.
    - (e) Cause and Effect - to recognize or recall the reasons for specifications or events stated in the material.
    - (f) Characterization - to recognize or recall the feelings, motives, and character traits stated in the material.
  - Interpretive Comprehension - to synthesize the literal content of a selection through personal knowledge, intuition, and emotions as a basis for forming hypotheses concerning the intended meaning of the selection.
    - (a) Main Idea - to infer the central theme of the selection which is not stated in the material.

  (b) Sequence - to infer the order of events which are not explicitly stated in the material.

  (c) Details - to infer additional events which are not explicitly stated in the material.

  (d) Comparison/Contrast - to infer likenesses and differences not stated in the material.

  (e) Characterization - to infer the feelings, motives, and personality traits of characters not stated in the material.

  (f) Cause and Effect - to infer reasons for actions or events not stated in the material.

  (g) Prediction of Outcomes - to generate ideas about what will happen during or at the end of a reading selection.

  (h) Sensory images - to conjure mental pictures from material read.

  (i) Figurative Language - to interpret figures of speech (similes, metaphors, personification, etc.) which represent concepts, feelings, and/or moods.

  (j) Drawing Conclusions - to make reasoned judgments about situations occurring in materials read.

- Critical Comprehension - to make judgments about the content of a reading selection by the comparing it with external criteria, e.g., information provided on the subject or by accredited written sources; or with internal criteria, e.g., the reader's experiences, knowledge, or values related to the subject.

  (a) Fact vs. Opinion - to judge whether information presented is objective or subjective.

  (b) Relevance vs. Irrelevance - to judge whether information makes a contribution to the body of knowledge about the material.

  (c) Value of Material - to judge the quality and suitability of reading material on the basis of established criteria.

(d) Propaganda - to recognize a systematic, deliberate indoctrination toward a subject or issue, i.e., glittering generalities, distortion of facts, band wagon techniques, testimonials.

(e) Author's Purpose - to grasp the author's underlying reasons for writing a particular selection, i.e., a social message, a political intent.

o Preprofessional Skills: Speaking - The prospective educator must demonstrate speaking proficiency in three areas: psychomotor, (physiological) skills, message construction skills, and processing of feedback. Descriptors for each area include:

- Psychomotor Skills - to speak clearly and to demonstrate effective use of the vocal mechanism in a public, group, or interpersonal communication interaction.

  (a) Articulation - to produce speech sounds intelligible to the listener(s).

  (b) Diction - to utilize diction that is not distracting to listener(s).

  (c) Vocal flexibility - to utilize vocal inflection for emphasis and meaning.

  (d) Volume - to adapt to the communication situation with appropriate vocal energy.

- Message Construction Skills - to construct a clear and effective message adapted to the perceptual framework of the listener(s), including nonverbal elements to reinforce and enhance the verbal component of the message.

  (a) Purpose - to identify the purpose (desired response) for the message.

  (b) Thesis - to frame the central idea of the message clearly and concisely.

  (c) Organization - to develop coherent main and subordinate ideas.

  (d) Support - to select clarifying or persuasive supporting material appropriate to listener(s) and purpose.

  (e) Audience analysis - to recognize the perceptual framework of the listener(s).

(f) Style - to utilize language appropriate to listener(s), to employ acceptable grammar, and to foster supportive (avoid defensive) communication climate.

(g) Vocal flexibility - to modify pitch, rate, volume, and quality (paralanguage) consonant with intended meaning.

(h) Appearance - to monitor and vary appearance consonant with communication situation and listener(s).

(i) Kinesics - to utilize movement, gesture, and facial expression ("body language") as part of intended message.

(j) Proxemics - to understand and utilize spatial relationships as part of the intended message.

(k) Oral reading - to analyze and interpret the writer's message by use of paralanguage and kinesics.

- Feedback Skills - to analyze, evaluate, and respond to feedback as a means for improving the effectiveness of the communication interaction.

  (a) Active listening - to perceive and evaluate accurately verbal and nonverbal feedback.

  (b) Paraphasing - to check accuracy of feedback evaluation.

  (c) Adaptation - to modify the message appropriately in response to feedback.

  (d) Questioning - to elicit feedback productively in order to improve the effectiveness of communication.

o Preprofessional Skills: Writing - The prospective educator must demonstrate writing proficiency in three specific areas: sentences, paragraphs, and a writing sample. Descriptors for each area include:

- Sentences - to recognize sentence errors and to produce correct sentences.

  (a) Subject and Verb Agreement - to recognize lack of agreement between a subject and verb and between pronoun and antecedent.

  (b) Dangling and Misplaced Modifiers - to recognize dangling and misplaced modifiers.

(c) Sentence Variety - to recognize improper subordination and coordination.

(d) Mechanics - to recognize improper punctuation, misspelled words.

(e) Incompleteness of Thought - to recognize sentence fragments and comma splices.

- Paragraphs - to recognize and to produce a well-constructed paragraph.

(a) Topic Sentence - to recognize a topic sentence.

(b) Details in the Topic Sentence - to recognize effective details supporting that topic sentence.

(c) Unity, Coherence and Transition - to recognize the necessity for unity, coherence, and transition.

(d) Punctuation - to recognize faulty punctuation, misspelled words, and misused words.

- Writing Sample - to compose a well-constructed exposition.

(a) Grammar - to compose in standard American English, within a specified time, a grammatically correct exposition free of mechanical errors.

(b) Thesis - to develop a thesis by use of an acceptable rhetorical principle.

(c) Coherence and Unity - to demonstrate coherence and unity in the development of the central idea.

Specialist Courses (Core Curriculum)

o The self study must account for the appropriate program objectives by including the following:

  - A curriculum summary sheet which identifies 1) the name of specialization, 2) programmatic level(s), and 3) total hours required for the proposed specialization and the required courses by number, title, and hours of credit.
  - A matrix which identifies the program objectives and shows their delivery through specified courses, instructional modules, or other instructional activities.
  - Course outlines which reflect delivery of objectives noted in the matrix or matrices.

Mentally Impaired (Mild/Moderate)

APPROVED PROGRAM/LICENCE REQUIREMENTS

- Required Policy Components
  - General Studies
  - Preprofessional Skills
  - Content Specialization
  - Professional Education
- Statewide Testing Requirements
  - PPST (Reading, Writing, and Mathematics) for initial licensure.
  - Candidates with a masters degree are exempted from the PPST.
  - Board adopted PPST passing scores: Reading and Mathematics: 172; Writing: 171.
  - Content Specialization Test: Test Field 34: Mentally Impaired (Mild/Moderate)
  - Passing score for CST: 140.
- Second Specialization or Two Programmatic Level Requirements
  - Mentally Impaired (Mild/Moderate), grades K-8 or K-12: Multi-Subjects (grades K-8) or achieving passing score on Multi-Subjects test (Test Field 02).
  - Mentally Impaired (Mild/Moderate), grades 5-12: Second specialization in non-special education content area for grades 5-12 or K-12.
- Additional Requirements
  - Bachelors degree from a regionally accredited institution.
  - Complete an institution's state approved program.

o Effects of Mental Impairment on Development

- Analyze the effects of mental impairment on a child's physical and motor development.

- Analyze the effects of mental impairment on a child's cognitive and/or perceptual development.

- Analyze the effects of mental impairment on a child's speech and/or language development.

- Analyze the effects of mental impairment on a child's emotional and psychological development.

- Analyze the effects of mental impairment on the development of a child's social and adjustment skills.

- Analyze the effects of mental impairment on the development of a child's self-help skills.

- Assessment and Instructional Programs in Special Education
    - Identify types, uses, and characteristics of intelligence tests.
    - Demonstrate an understanding of types, uses, and characteristics of achievement and diagnostic tests.
    - Demonstrate an understanding of types, uses, and characteristics of behavioral observation methods (e.g., developmental scales, behavioral rating scales).
    - Analyze the factors involved in using an assessment instrument in the screening and/or placement of a mentally impaired learner (e.g., appropriateness, feasibility, reliability, validity).
    - Analyze the factors involved in using an assessment instrument in program planning for and evaluation of mentally impaired learners.
    - Demonstrate an understanding of procedural safeguards and/or legal issues related to testing.
    - Identify the members and roles of the Placement Advisory Committee (PAC) or Individualized Education Program (AEP) team according to West Virginia law.
    - Analyze issues and/or procedures involved in discussing individualized instruction with a mentally impaired learner or her/his family.
    - Analyze issues and/or procedures involved in the development, implementation, and/or evaluation of an Individualized Education Program (IEP).
    - Identify strategies for encouraging the creativity, initiative, and/or motivation of a mentally impaired learner.
    - Demonstrate an understanding of issues and/or procedures involved in communicating and cooperating with regular classroom teachers and administrators.
    - Demonstrate an understanding of the formulation and function of goals and objectives in educational planning for the mentally impaired learner.

- Demonstrate an understanding of ways in which faculty, staff, parents, and/or community members should interact as part of the special education program.

- Identify techniques and principles of teaching problem-solving skills to mentally impaired learners.

- Apply rote learning, overlearning, massed-practice, or distributed-practice techniques to the instruction of a mentally impaired learner.

- Apply learning outcomes to curriculum design for mentally impaired learners.

- Apply transfer of learning techniques to the instruction of mentally impaired learners.

- Identify principles and/or procedures for effective management of classrooms for mentally impaired learners.

- Identify features and/or procedures that contribute to the comfort and safety of a classroom for mentally impaired learners.

- Analyze ways of adapting special education classrooms for optimal utility and learning conditions, or to accommodate particular handicapping conditions.

- Demonstrate an understanding of the use of professionals (e.g., mental and physical health specialists) as consultants to the special education program.

- Demonstrate an understanding of the transition of mentally impaired learners from school to community.

o Assessment, Instruction, and Guidance for the Mentally Impaired

- Identify types and/or characteristics of evaluative instruments used for assessing the skills of mentally impaired learners.

- Analyze the factors involved in interpreting and utilizing the results of tests administered to mentally impaired learners.

- Identify criteria used for placing mentally impaired learners in instructional programs.

- Demonstrate an understanding of principles and procedures for developing the language skills of a mentally impaired individual.
- Demonstrate an understanding of reading, writing, and spelling curricula and related teaching strategies (including readiness skills) appropriate for a given category of mentally impaired learner.
- Identify strategies for remediation of reading problems.
- Demonstrate an understanding of arithmetic curricula and related teaching strategies (including readiness skills) appropriate for a given category of mentally impaired learner.
- Identify strategies for the remediation of math skills.
- Demonstrate an understanding of science curricula and related teaching strategies appropriate for a given category of mentally impaired learner.
- Demonstrate an understanding of social studies curricula and related teaching strategies appropriate for a given category of mentally impaired learner.
- Demonstrate an understanding of self-help and social skills curricula and/or related teaching strategies appropriate ;or a given category of mentally impaired learner.
- Demonstrate an understanding of vocational training curricula and/or related teaching strategies appropriate for a given category of mentally impaired learner.
- Apply principles of career education curriculum models to mentally impaired learners (e.g., Elsmere, Brolin).
- Demonstrate an understanding of physical education curricula and/or related teaching strategies (including adaptive physical education) appropriate for a given category of mentally impaired learner.
- Demonstrate an understanding of related services that may benefit mentally impaired learners (e.g., occupational, physical, and speech therapy), and/or criteria for including them in instructional programs.

- Identify sources of instructional materials for mentally impaired learners or criteria for selecting these materials.
- Analyze the ways in which instructional materials may be modified for use with mentally impaired learners.
- Demonstrate an understanding of the concept of least restrictive environment as it relates to the placement of mentally impaired learners.
- Analyze the advantages and/or disadvantages of various instructional settings for mentally impaired learners (e.g., self-contained classroom, resource room, home, hospital, institution).
- Demonstrate an understanding of entry behavior specification as a component of task analysis.
- Analyze the process of breaking down and sequencing the component steps of a task.
- Demonstrate an understanding of the establishment of criteria for the mastery of a task.
- Demonstrate an understanding of the principles and/or techniques of behavior management, and/or their applications to training mentally impaired learners.
- Evaluate the advantages and disadvantages of a sheltered workshop as a vocational environment for individual mentally impaired learners.
- Evaluate the advantages and disadvantages of a work-study program as a vocational environment for individual mentally impaired learners.
- Evaluate the advantages and disadvantages of competitive community employment as a vocational environment for individual mentally impaired learners.
- Demonstrate an understanding of common personal, social, and vocational concerns of mentally impaired learners, and/or methods of providing guidance about such concerns.
- Analyze factors involved in instructing mentally impaired learners about social issues and concerns.
- Analyze factors involved in instructing mentally impaired learners about vocational issues and concerns.

- Professional Knowledge
  - Identify professional organizations and/or publications in the field of special education.
  - Demonstrate an understanding of research trends and methods in the field of mental retardation.
  - Identify ways in which support personnel (e.g., interpreters, note takers, tutors, readers, aides) may augment programs for mentally impaired learners.
  - Analyze ways in which educational and/or vocational guidance personnel may augment programs for mentally impaired learners in a support-service capacity.
  - Identify ways in which auditory training specialists may augment programs for mentally impaired learners in a support-service capacity.
  - Analyze factors involved in facilitating public relations between special education personnel and the administration and/or regular classroom faculty,
  - Analyze factors involved in facilitating public relations between special education personnel and parents and/or community members.
  - Demonstrate an understanding of West Virginia laws and regulations concerned with special education.
  - Demonstrate an understanding of federal laws and regulations (e.g., Public Law 94-142, Section 504 of the Rehabilitation Act) concerned with special education.
  - Analyze the social, political, and educational development of educational services for the mentally impaired.
  - Analyze the effects of mental retardation on social, political, and economic aspects of society.
  - Demonstrate an understanding of skills employed in providing guidance to parents of mentally impaired learners (e.g., emphasis on conferences with parents).
  - Analyze the importance of and/or opportunities for involving parents in the education of mentally impaired learners.

  - Identify principles and/or procedures for educating parents about the nature and management of their child's mental impairment.
  - Demonstrate an understanding of the academic achievement of mentally impaired learners.
  - Demonstrate an understanding of human sexuality as it relates to the mentally impaired learner (include instruction).
  - Identify community resource persons and agencies of use in the instruction of the mentally impaired.

- Nature and Effects of Exceptionalities
  - Demonstrate an understanding of etiologies related to mental retardation.
  - Demonstrate an understanding of the nature, etiology, and/or effects of a given physical handicap.
  - Demonstrate an understanding of the nature, etiology, and/or effects of a given learning disability.
  - Demonstrate an understanding of the nature, etiology, and/or effects of a given behavior disorder.
  - Demonstrate an understanding of the causes, characteristics, and/or degrees of hearing impairment.
  - Demonstrate an understanding of the nature (e.g., visual acuity, efficiency, field of vision), causes, and/or effects of visual impairment.
  - Demonstrate an understanding of the nature, etiology, and/or effects of a given speech and/or language impairment.
  - Identify the physical symptoms and manifestations of mentally impaired learners.
  - Identify the behavioral symptoms and manifestations associated with mentally impaired learners.
  - Analyze the nature of personal-social developmental impairments that are manifested by mentally impaired learners.

- Analyze the nature of sensorymotor impairments that are manifested by mentally impaired learners.
- Analyze the nature of cognitive impairments that are manifested by mentally impaired learners.
- Analyze the nature of speech and language impairments that are manifested by mentally impaired learners.
- Analyze characteristic behaviors and abilities of educable mentally impaired learners.
- Analyze characteristic behaviors and abilities of trainable mentally impaired learners.
- Identify characteristic behaviors and abilities of severely/profoundly mentally impaired learners.

Physically Handicapped

APPROVED PROGRAM/LICENSE REQUIREMENTS

Required Policy Components
    General Studies
    Preprofessional Skills
    Content Specialization
    Professional Education
Statewide Testing Requirements
    PPST (Reading, Writing, and Mathematics) for initial licensure.
    Candidates with a masters degree are exempted from the PPST.
    Board adopted PPST passing scores: Reading and Mathematics: 172; Writing: 171.
    Content Specialization Test: Test Field 36: Physically Handicapped
    Passing score for CST: 140.
Second Specialization or Two Programmatic Level Requirements
    Physically Handicapped, grades K-8 or K-12: Multi-Subjects (grades K-8) or achieving passing score on Multi-Subjects test (Test Field 02).
    Physically Handicapped, grades 5-12: Second specialization in non-special education content area for grades 5-12 or K-12.
Additional Requirements
    Bachelors degree from a regionally accredited institution.
    Complete an institution's state approved program.

o Child Development and Exceptionalities

- Demonstrate an understanding of the development of fine and gross motor skills and/or balance in a normal child.

- Demonstrate an understanding of auditory or visual perceptual development in a normal child.
- Demonstrate an understanding of cognitive and intellectual development in a normal child.
- Demonstrate an understanding of the speech and language development of a normal child.
- Analyze the influence of family, school, and/or community on a normal child's development.
- Demonstrate an understanding of social and emotional development in a normal child.
- Identify the effects of a given exceptionality on the physical and motor development of a child.
- Identify the effects of a given exceptionality on the cognitive and/or perceptual development of a child.
- Identify the effects of a given exceptionality on the speech and/or language development of a child.
- Identify the effects of a given exceptionality on the emotional and psychological development of a child.
- Identify the effects of a given exceptionality on the development of a child's social and adjustment skills.
- Identify the effects of a given exceptionality on the development of a child's self-help skills.
- Demonstrate an understanding of the nature and/or effects of exceptionalities (e.g., giftedness, mental impairment, behavior disorders, learning disabilities, sensory impairments).
- Identify procedures and/or issues related to the education of multiply handicapped students.
- Demonstrate an understanding of the nature, etiology, and/or effects of a given speech and/or language impairment.
- Identify therapeutic procedures and/or issues related to the education of speech- and/or language-impaired, physically handicapped students.

- Assessment and Instructional Programs
    - Identify types, uses, and/or characteristics of intelligence tests.
    - Identify types, uses, and/or characteristics of achievement or diagnostic tests.
    - Identify types, uses, and/or characteristics of behavioral observation methods (e.g., developmental scales, behavioral rating scales).
    - Analyze the factors involved in using an assessment instrument in the screening and/or placement of an exceptional student (e.g., appropriateness, feasibility, reliability, validity),
    - Analyze the factors involved in using an assessment instrument in program planning for and/or evaluation of exceptional students.
    - Demonstrate an understanding of procedural safeguards and/or legal issues related to testing.
    - Identify the roles and procedures of the Placement Advisory Committee (PAC) including the development, implementation, and evaluation of an Individualized Education Program.
    - Demonstrate an understanding of the formulation and function of goals and objectives for an Individualized Education Program.
    - Analyze factors involved in developing and/or sequencing curriculum content in reading and language arts.
    - Analyze factors involved in developing and/or sequencing curriculum content in mathematics.
    - Analyze factors involved in the selection and/or adaptation of instructional materials or activities for a special education program.
    - Analyze ways in which faculty, staff, parents, and/or community members should interact as part of the special education program.
    - Apply principles and/or procedures, task analysis, sequencing, and presentation to the field of special education.

  - Apply principles and/or techniques of behavior management to the instruction of an exceptional student (e.g., positive reinforcement, time-out, token economy, extinction).

  - Apply principles and/or procedures for the effective instruction of an exceptional student (e.g., maintenance, retention, transfer, generalization, problem solving).

  - Apply principles and/or procedures for effective classroom management (e.g., grouping, scheduling, arranging the physical environment).

  - Demonstrate an understanding of the use of professionals (e.g., mental and physical health specialists) as consultants to the special education program.

  - Identify principles and/or procedures for conducting parent and/or student conferences as part of the special education program.

- Professional Knowledge

  - Demonstrate an understanding of the principles of learning.

  - Identify professional organizations and/or publications in the field of special education.

  - Identify ways in which support personnel (e.g., interpreters, note takers, tutors, readers, paraprofessionals) can augment special education programs.

  - Identify ways in which allied professionals (e.g., physical therapists, speech-language pathologists, occupational therapists, vocational, and guidance personnel) can augment special education programs in a support-service capacity.

  - Identify ways in which service agencies (e.g., vocational rehabilitation) can assist in developing programs for transition into adult life and work.

  - Analyze factors involved in communication and cooperation between special education personnel and the administration and/or regular classroom faculty.

  - Analyze factors involved in communication and cooperation between special education personnel and parents and/or community members.

  - Demonstrate an understanding of West Virginia laws and regulations concerned with special education.
  - Demonstrate an understanding of federal laws and regulations (e.g., Public Law 94-142, Public Law 98-199, Section 504 of the Rehabilitation Act, Carl D. Perkins Act) concerned with special education.

o Nature and Effects of Physical Handicaps

  - Identify the causes, manifestations, or disorders associated with epilepsy.
  - Identify the causes, manifestations, or disorders associated with cerebral palsy.
  - Identify the causes, manifestations, or disorders associated with hydrocephalus, spina bifida, and other neural tube defects.
  - Identify the causes, manifestations, or disorders associated with brain tumors).
  - Identify the causes, manifestations, or disorders associated with muscular dystrophy.
  - Identify types, causes, or problems associated with orthopedic impairment (e.g., juvenile rheumatoid arthritis, osteogenesis imperfecta, amputation).
  - Identify the causes, manifestations, or disorders associated with health impairments (e.g., cystic fibrosis, hemophilia, cardiac disorders, sickle cell anemia, cancer).
  - Identify the causes, manifestations, or disorders associated with given medical procedures (e.g., catheterization, colostomy, ileostomy, gastrostomy).
  - Analyze the ways in which a physical handicap may affect an individual's self-image.
  - Analyze the ways in which family dynamics may be affected by a family member's physical handicap.
  - Analyze the ways in which a physical handicap may affect an individual's peer interaction.
  - Analyze the ways in which the teacher-student relationship may be affected by a student's physical handicap.

  - Identify medical services (e.g., physicians, therapists) available to physically handicapped students and/or their parents.

- Educational and Vocational Programming for the Physically Handicapped

  - Identify ways that the regular classroom environment may be adapted to serve the needs of the physically handicapped or other health-impaired students.

  - Demonstrate an understanding of the characteristics and functions of a resource room environment in serving the needs of physically handicapped or other health-impaired students.

  - Demonstrate an understanding of the characteristics and functions of an itinerant teacher program in serving the needs of physically handicapped or other health--impaired students,

  - Demonstrate an understanding of the characteristics and functions of a self-contained classroom in serving the needs of physically handicapped or other health-impaired students.

  - Identify the characteristics and functions of programs in serving the needs of physically handicapped or other health-impaired students (e.g., homebound program, hospital program, residential school, special school).

  - Identify procedures for ensuring safety in a classroom or building for the physically handicapped.

  - Identify types and uses of adaptive equipment for the instruction of the physically handicapped.

  - Identify types and uses of computers in educational and vocational programming for physically handicapped students.

  - Demonstrate an understanding of the use of augmentative communication devices with physically handicapped students.

  - Identify types and uses of recreational equipment for the physically handicapped.

  - Analyze the ways in which architecture may present physical barriers to and may have psychological effects on the physically handicapped.

- Identify strategies for developing the fine and gross motor skills of students with a given type and degree of physical handicap.
- Identify strategies for teaching self-help skills to students with a given type and degree of physical handicap.
- Identify strategies for teaching academic subjects to students with a given type and degree of physical handicap.
- Identify common reading and language problems encountered by students.
- Identify strategies for teaching communications skills to students with a given type and degree of physical handicap.
- Identify health, recreation, and physical education activities appropriate for students with a given type and degree of physical handicap.
- Identify strategies for teaching family or independent living skills appropriate to students with a given type and degree of physical handicap.
- Identify vocational education and training strategies appropriate for students with a given type and degree of physical handicap.
- Identify appropriate strategies and skills for working with terminally ill students and their families.
- Demonstrate an understanding of physical positioning and management techniques used with physically handicapped students.
- Demonstrate an understanding of the functional uses of wheelchairs, prosthetics, or other types of specialized equipment or furniture for physically handicapped individuals.
- Demonstrate an understanding of appropriate first aid techniques for physically handicapped students (include managing seizures and monitoring medication).
- Analyze criteria for selecting evaluation materials for use with physically handicapped students (e.g., physical and sensory status).

- Analyze the ways in which evaluation instruments may be adapted and modified for use with physically handicapped students.

- Identify principles and procedures for interpreting evaluation results of physically handicapped students.

Specific Learning Disabilities

APPROVED PROGRAM/LICENSE REQUIREMENTS

- Required Policy Components
  - General Studies
  - Preprofessional Skills
  - Content Specialization
  - Professional Education
- Statewide Testing Requirements
  - PPST (Reading, Writing, and Mathematics) for initial licensure.
  - Candidates with a masters degree are exempted from the PPST.
  - Board adopted PPST passing scores: Reading and Mathematics: 172; Writing: 171.
  - Content Specialization Test: Test Field 31: Specific Learning Disabilities
  - Passing score for CST: 140.
- Second Specialization or Two Programmatic Level Requirements
  - Specific Learning Disabilities, grades K-8 or K-12: Multi-Subjects (grades K-8) or achieving passing score on Multi-Subjects test (Test Field 02).
  - Specific Learning Disabilities, grades 5-12: Second specialization in non-special education content area for grades 5-12 or K-12.
- Additional Requirements
  - Bachelors degree from a regionally accredited institution.
  - Complete an institution's state approved program.

o Human Development Related to Learning Disabilities

- Apply knowledge of the concrete operational stage of child development to identify learning disabilities.

- Apply knowledge of the formal operational stage of child development to identify learning disabilities.

- Distinguish between normal and abnormal human language development in early childhood (5-10 years).

- Distinguish between normal and abnormal human language development in middle childhood (10-14 years).

- Distinguish between normal and abnormal human language development in adolescence or early adulthood (14-23 years).
- Distinguish between normal and abnormal gross and fine development in early childhood (5-10 years).
- Distinguish between normal and abnormal gross and fine motor development in middle childhood (10-14 years).

o Characteristics of Learning Disabilities

- Identify major figures and/or events in the development of learning disabilities education as a discipline.
- Demonstrate an understanding of the definition of learning disabilities formulated by the National Advisory Committee on Handicapped Children.
- Demonstrate an understanding of the impact of legislation and litigation on the field of learning disabilities.
- Identify characteristics of deficits in oral expression.
- Identify characteristics of deficits in listening comprehension.
- Identify characteristics of deficits in written expression.
- Identify characteristics of deficits in basic reading skills.
- Identify characteristics of deficits in reading comprehension.
- Identify characteristics of deficits in mathematics calculation.
- Identify characteristics of deficits in mathematics reasoning.
- Identify characteristics of deficits in social perceptions and emotional development.
- Identify characteristics of deficits in body image and motor coordination.
- Identify characteristics of deficits in memory.

- Assessment and Placement
  - Identify factors involved in collecting and interpreting medical information about a learning disabled child.
  - Identify factors involved in collecting and interpreting information about the family, school, and personal history of a learning disabled child.
  - Demonstrate an understanding of types and applications of observation methods used in assessing a learning disabled student.
  - Demonstrate an understanding of characteristics and/or applications of teacher-made tests.
  - Demonstrate an understanding of characteristics and/or applications of criterion-referenced tests.
  - Demonstrate an understanding of characteristics and/or applications of norm-referenced tests.
  - Demonstrate an understanding of types and/or applications of other evaluation methods (e.g., trial lessons, checklists, rating scales, error analyses, timed tests).
  - Interpret evaluative data of a learning disabled student.
  - Analyze ways in which the learning disabilities teacher can facilitate the use of evaluative information with students, parents, and teachers.
  - Apply evaluative data to determine a learning disabled student's learning style.
  - Apply evaluative data to determine a student's eligibility for placement in a learning disabilities program.
- Strategies for Remediating Learning Disabilities
  - Select the most appropriate educational setting for a given learning disabled student (with reference to the cascade of services in the West Virginia Standards).
  - Identify the steps involved in planning and implementing an IEP for a learning disabled student (e.g., task analysis, formulating goals and objectives).
  - Identify principles and/or procedures involved in remediating deficits in visual perception.

- Identify principles and/or procedures involved in remediating deficits in auditory perception.
- Identify principles and/or procedures involved in remediating deficits in tactile and kinesthetic perception.
- Identify principles and/or procedures involved in remediating deficits in multisensory perception.
- Identify principles and/or procedures involved in remediating deficits in social perception,
- Identify principles and/or procedures involved in remediating deficits in memory (e.g., short-term, long-term).
- Identify principles and/or procedures involved in teaching learning disabled students to use oral language more effectively.
- Identify principles and/or procedures involved in teaching handwriting to learning disabled students.
- Identify principles and/or procedures involved in remediating learning disabled students' deficits in spelling.
- Identify principles and/or procedures involved in remediating learning disabled students' deficits in written expression.
- Identify principles and/or procedures involved in teaching learning disabled students to improve listening comprehension.
- Identify principles and/or procedures involved in teaching learning disabled students to improve reading comprehension.
- Identify principles and/or procedures involved in teaching basic reading skills to learning disabled students.
- Identify the features and/or appropriate applications of reading methods used with learning disabled students (e.g., basal/whole-word, multisensory, linguistics, phonics).
- Identify principles and/or procedures for developing learning disabled students' understanding of mathematical concepts.
- Identify principles and/or procedures for developing learning disabled students' understanding of numeration.

  - Identify principles and/or procedures involved in teaching mathematical operations to learning disabled students.
  - Identify principles and/or procedures involved in teaching mathematical applications to learning disabled students.

- Instructional Strategies
  - Demonstrate an understanding of the rationale and theory of behavior management.
  - Demonstrate an understanding of the techniques of behavior management.
  - Apply techniques of behavior management to a given situation involving a learning disabled student.
  - Demonstrate an understanding of learning strategies for improving learning disabled students' self-management skills (e.g., time management, goal setting) and/or applications of these strategies.
  - Demonstrate an understanding of learning strategies for improving learning disabled students' academic skills (e.g., use of reference materials, outlining, skimming and scanning) and/or applications of these strategies.
  - Apply principles and/or procedures for selecting and modifying instructional materials for reading.
  - Apply principles and/or procedures for selecting and modifying instructional materials for communication skills.
  - Apply principles and/or procedures for selecting and modifying instructional materials for mathematics.
  - Apply principles and/or procedures for selecting and modifying instructional materials for physical education.
  - Apply principles and/or procedures for selecting and modifying instructional materials for prevocational or vocational training.
  - Apply principles and/or procedures for selecting and modifying instructional materials for science, social studies, or other instructional areas.
  - Distinguish among types and functions of support services and/or personnel used in the diagnosis and remediation of learning.
  - Identify professional organizations and/or publications in the field of educating the learning disabled.

Speech-Language Pathology

APPROVED PROGRAM/LICENSE REQUIREMENTS

Required Policy Components
- General Studies
- Preprofessional Skills
- Content Specialization
- Professional Education

Statewide Testing Requirements

PPST (Reading, Writing, and Mathematics) for initial licensure. Candidates with a masters degree are exempted from the PPST.

Board adopted PPST passing scores: Reading and Mathematics: 172; Writing: 171.

Content Specialization Test: Test Field 40: Speech-Language Pathologist

Passing score for CST: 140.

Second Specialization or Two Programmatic Level Requirements

Speech-Language Pathologist, grades K-8 or K-12: No second specialization is required.

Additional Requirements

Masters degree from a regionally accredited institution.

Complete an institution's state approved program.

o Child Development and Elements of Language

- Demonstrate an understanding of the development of fine and gross motor skills and/or balance in a normal child.
- Demonstrate an understanding of auditory or visual development in a normal child.
- Demonstrate an understanding of cognitive and intellectual development in a normal child.
- Analyze the effects of a given exceptionality on the physical, motor, cognitive, perceptual, emotional, or social development of a child.
- Analyze the effects of a given exceptionality on the speech and/or language development of a child.
- Identify the basic structures of the vocal mechanism.
- Analyze the functions of the vocal mechanism.
- Identify the basic structures of the articulatory system.

- Analyze the functions of the articulatory system.
- Identify the basic structures of the resonatory system.
- Analyze the functions of the resonatory system.
- Identify the basic structures of the auditory system.
- Analyze the functions of the auditory system.
- Identify the basic structures of the neurological system.
- Analyze the functions of the neurological system.
- Identify the basic structures of the respiratory system.
- Analyze the functions of the respiratory system.
- Demonstrate an understanding of the social-emotional and/or cognitive precursors of speech and language development.
- Demonstrate an understanding of a normal child's acquisition of phonemes and the phonological system.
- Demonstrate an understanding of a normal child's development of syntax and/or morphology.
- Demonstrate an understanding of a normal child's semantic development.
- Demonstrate an understanding of the role of pragmatics in the development of language.
- Demonstrate an awareness of social and ethnic dialects.
- Identify the articulatory characteristics of a given phoneme.
- Demonstrate an understanding of distinctive features (e.g., voicing, stridency).
- Demonstrate an understanding of a given manner of sound production (e.g., stop-plosives, fricatives, affricates, nasals, glides).
- Identify the place of production of a given sound (e.g., bilabial, tongue tip),
- Demonstrate an understanding of the use of phonemic transcription.

- Identify the relationships between phonemics and phonics.
- Identify types, uses, and/or characteristics of intelligence, achievement, or diagnostic tests.
- Identify types, uses, and/or characteristics of behavioral observation methods (e.g., developmental scales, behavioral rating scales).
- Analyze the factors involved in using an assessment instrument in the screening and/or placement of an exceptional student (e.g., appropriateness, feasibility, reliability, validity).
- Analyze the factors involved in using an assessment instrument in program planning for and/or evaluation of exceptional students.
- Identify principles and/or procedures for interpreting assessment data.
- Demonstrate an understanding of procedural safeguards and/or legal issues related to testing.
- Identify the members and roles of the placement or Individualized Education Program (IEP) team according to West Virginia law.
- Analyze issues and/or procedures involved in discussing individualized instruction with an exceptional student or her/his family.
- Analyze issues and/or procedures involved in the development, implementation, and/or evaluation of an Individualized Education Program (IEP).
- Demonstrate an understanding of issues and/or procedures involved in communicating and cooperating with regular classroom teachers or administrators.
- Demonstrate an understanding of the formulation and function of goals and objectives for special education.
- Analyze factors involved in the selection and/or adaptation of instructional materials or activities for a special education program.
- Demonstrate an understanding of the ways in which faculty, staff, parents, and/or community members should interact as part of the special education program.

  - Apply principles and/or techniques of behavior management to the instruction of an exceptional student.
  - Apply rote learning, overlearning, nussed-practice, or distributed-practice techniques to the instruction of an exceptional student.
  - Apply transfer of learning techniques to the instruction of an exceptional student.
  - Identify principles and/or procedures for counseling or consulting with teachers and administrators about the special education program.
  - Demonstrate an understanding of the use of professionals (e.g., mental and physical health specialists) as consultants to the special education program.
  - Demonstrate an understanding of the psychology of learning.
  - Identify professional organizations and/or publications in the field of speech-language pathology.
  - Analyze ways in which support personnel can augment special education programs.
  - Analyze ways in which speech and language pathologists can augment special education programs in a support-service capacity.
  - Demonstrate an understanding of state and federal laws and regulations (e.g., Public Law 94-142, Section 504 of the Rehabilitation Act) concerned with special education.
  - Demonstrate an understanding of the nature, etiology, and/or effects of a given exceptionality.
  - Identify procedures and/or issues related to the education of students with a given exceptionality.

- Speech and Language: Assessment and Remediation
  - Identify the characteristics and/or uses of tests that assess speech and language (e.g., screening, diagnostic).
  - Identify equipment used in assessing and remediating speech-language disorders.

- Analyze the nature and/or uses of background information (e.g., case history, medical and educational reports) in evaluating a student who has speech-language disorders.
- Analyze the use of behavioral observation in assessing a student who has speech-language disorders.
- Analyze the content and application of oral peripheral examinations in assessing speech-language disorders.
- Analyze the methods for assessing auditory processing and memory in a student who has speech-language disorders, and/or the interpretation of the results of the assessment.
- Apply techniques and components involved in writing reports related to the assessment of speech-language disorders.
- Demonstrate an understanding of the factors involved in conducting conferences with parents of students who have speech-language disorders.
- Demonstrate an understanding of appropriate eligibility criteria and service delivery models related to speech-language disorders.
- Demonstrate an understanding of the etiologies, classifications, and clinical symptoms of a given articulation disorder.
- Evaluate tests appropriate for assessing articulation.
- Demonstrate an understanding of the techniques and procedures for administering an articulation test.
- Analyze the factors involved in interpreting and applying the results of an articulation test.
- Demonstrate an understanding of the etiologies, classifications, and clinical symptoms of phonatory and resonance disorders.
- Evaluate techniques appropriate for assessing phonatory and/or resonance disorders.
- Demonstrate an understanding of the techniques and procedures involved in conducting a voice evaluation.
- Analyze the factors involved in interpreting the results of a voice evaluation.

- Demonstrate an understanding of the theories of the etiologies, classifications, and clinical symptoms of fluency disorders.
- Evaluate measures appropriate for assessing fluency disorders.
- Demonstrate an understanding of the techniques and procedures involved in evaluating dysfluency.
- Analyze the factors involved in interpreting the results of an evaluation of dysfluency.
- Demonstrate an understanding of the etiologies, classifications, and clinical symptoms of developmental language delay/disorders.
- Evaluate tests or measures appropriate for assessing developmental language delay/disorders.
- Demonstrate an understanding of the techniques and procedures for administering tests of developmental language delay/disorders.
- Analyze the factors involved in interpreting the results of tests of developmental language delay/disorders.
- Evaluate various methods for remediating auditory processing and memory problems.
- Analyze the relationship among speech-language disorders, cognitive development, and academic performance.
- Identify the purposes or components of the multidisciplinary approach to program planning for the student with a speech-language disorder.
- Identify the legal and ethical factors involved in providing appropriate remediation for students with speech-language disorders.
- Identify the principles and procedures for establishing an evaluation-based management program for students with articulation/phonological disorders.
- Analyze the factors involved in selecting an appropriate management program for a student with an articulation/phonological disorder.

- Analyze the principles and procedures involved in remediation of students with articulation/phonological disorders.

- Evaluate programs of remediation for students with articulation/phonological disorders.

- Identify the principles and procedures for establishing an evaluation-based management program for students with phonatory and/or resonance disorders.

- Identify criteria for referring a student with a voice pathology to another professional or to types of professionals to whom such referrals should be made.

- Identify the principles and procedures for establishing an evaluation-based management program for students with fluency disorders.

- Analyze the factors involved in selecting an appropriate management program for a student with a fluency disorder.

- Analyze the principles and procedures of remediation for students with fluency disorders.

- Evaluate programs of remediation for students with fluency disorders.

- Identify the principles and procedures for establishing an evaluation-based management program for students with developmental language delay/disorders.

- Analyze the factors involved in selecting an appropriate management program for a student with a developmental language delay/disorder.

- Analyze the principles and procedures of remediation for students with developmental language delay/disorders.

- Evaluate programs of remediation for students with developmental language delay/disorders.

- Identify the principles and procedures for establishing an evaluation-based management program for students with acquired language disorders.

- Analyze the factors involved in selecting an appropriate management program for a student with an acquired language disorder.

- Analyze the principles and procedures of remediation for students with acquired language disorders.

- Evaluate programs of remediation for students with acquired language disorders.

- Demonstrate an understanding of augmentative communication systems.

o Hearing Assessment and Disorders

- Demonstrate an understanding of screening procedures for hearing disorders.

- Demonstrate an understanding of the principles underlying impedance audiometry and the interpretation of test results.

- Demonstrate an understanding of the principles involved in speech audiometry and interpretation of test results.

- Demonstrate an understanding of the techniques and procedures involved in establishing pure-tone thresholds.

- Demonstrate an understanding of how to interpret an audiogram (e.g., masking, air-bone thresholds, pure-tone average) and when to refer.

- Identify the causes and/or nature of a conductive, sensorineural, or mixed hearing loss.

- Analyze the effects of the severity and type of hearing loss on speech, language, achievement, and behavior.

- Demonstrate an understanding of the relationship among the age of onset of a hearing impairment; the age of intervention; and the individual's current speech, language, and behavior.

- Evaluate various therapeutic techniques (e.g., hearing aids, speech reading, auditory training) appropriate for an individual with a given hearing loss.

- Apply procedures for monitoring the functioning of hearing aides.

- Evaluate various educational techniques (e.g., total communication, oral method) appropriate for an individual with a given hearing loss.

- Analyze the use of specific speech-language management techniques with the hearing impaired.

Behavioral Disorders

APPROVED PROGRAM/LICENSE REQUIREMENTS

Required Policy Components
- General Studies
- Preprofessional Skills
- Content Specialization
- Professional Education

Statewide Testing Requirements
- PPST (Reading, Writing, and Mathematics) for initial licensure. Candidates with a masters degree are exempted from the PPST.
- Board adopted PPST passing scores: Reading and Mathematics: 172; Writing: 171.
- Content Specialization Test: Test Field 33: Behavioral Disorders
- Passing score for CST: 140.

Second Specialization or Two Programmatic Level Requirements
- Behavioral Disorders, (including Autism) grades K-8 or K-12: Multi-Subjects (grades K-8) or achieving passing score on Multi-Subjects test (Test Field 02).
- Behavioral Disorders, (including Autism) grades 5-12: Second specialization in non-special education content area for grades 5-12 or K-12.

Additional Requirements
- Bachelors degree from a regionally accredited institution.
- Complete an institution's state approved program.

- o Behavioral Disorders: Types, Characteristics, and Foundations
  - Identify the characteristics of various anxiety disorders in children, such as phobias, panic, compulsions, and obsessions.
  - Identify the characteristics of various psychosomatic disorders in children, such as conversions, psychogenic pain, and hypochondriasis.
  - Identify the characteristics of schizophrenic disorders in children.
  - Identify the characteristics of affective disorders in children (e.g., depression).
  - Identify the characteristics of psychosexual disorders (e.g., identity disorders) in children.
  - Identify the characteristics of adjustment disorders (e.g., conduct disorders) in children.

- Identify the characteristics of personality disorders in children (e.g., character disorder, sociopath).
- Identify the types of anxiety (e.g., separation, avoidance) and oppositional disorders (e.g., eating and movement) in children.
- Identify the characteristics of autism.
- Identify the characteristics of specific developmental disorders in children, such as reading, language and articulation disorders, attention deficit, impulsivity, and hyperactivity.
- Analyze the effects of a given behavior disorder on the emotional development of a child.
- Demonstrate an understanding of behavior-disordered students' needs to develop appropriate relations with authority and society, and of ways for the educational program to help meet those needs.
- Identify the need for and use of appropriate leisure time for behavior-disordered students, and ways for the educational program to help meet those needs.
- Identify methods of evaluating the behavioral progress of behavior-disordered students in a given program.
- Identify methods of evaluating instructional progress of behavior-disordered students in a given program.

o Intervention Strategies and Curriculum Modification

- Apply principles and/or procedures of task analysis, sequencing, and presentation to the instruction of behavior-disordered students.
- Apply instructional techniques (e.g., rote learning, overlearning) to the instruction of behavior-disordered students.
- Apply techniques for teaching generalization to behavior-disordered students.
- Identify strategies for effective classroom management with behavior-disordered students.
- Analyze ways of adapting classrooms with behavior-disordered students for optimal utility, safety, and learning conditions.

  - Demonstrate an understanding of the characteristics and use of prescriptive medication in the education of behavior-disordered students.
  - Identify reasons for modifying a curriculum for use with behavior-disordered students.
  - Identify methods for modifying a curriculum for use with behavior-disordered students.
  - Identify the factors involved in the selection, adaptation, and/or use of appropriate curriculum materials for behavior-disordered students.
  - Identify strategies for remediation of reading problems.

- Theories of Behavior Disorder
  - Apply the psychodynamic (psychosexual) theory of behavior disorder (include intervention techniques).
  - Apply the biophysical theory of behavior disorder (include intervention techniques).
  - Apply the ecological theory of behavior disorder (include intervention techniques).
  - Apply the psychoeducational theory of behavior disorder (include intervention techniques).
  - Apply the behavioral theory of behavior disorder (include intervention techniques).
  - Apply the sociological theory of behavior disorder (include intervention techniques).
  - Apply the humanistic theory of behavior disorder (include intervention techniques).

- Professional Knowledge
  - Analyze the influence of family, school, and/or community on a normal child's development.
  - Analyze factors involved in a normal child's emotional development.

- Demonstrate an understanding of the nature, etiology, and/or effects of a given learning disability.
- Identify procedures and/or issues related to the education of learning-disabled students.
- Demonstrate an understanding of the nature, etiology, and/or effects of a given mental impairment.
- Demonstrate an understanding of federal laws and regulations (e.g., Public Law 94-142, Carl D. Perkins Act) concerned with special education.
- Demonstrate an understanding of West Virginia laws and regulations concerned with special education.
- Identify the members and roles of the Placement Advisory Committee (PAC) according to West Virginia law.
- Identify delivery models for providing services to behavior-disordered students under West Virginia rules and regulations.
- Identify components of the program definition for providing services to behavior-disordered students under the West Virginia Regulations for the Education of Exceptional Students (include population definition, program of study, and eligibility criteria).
- Identify professional organizations and/or publications in the field of special education.
- Analyze ways in which support personnel may augment special education programs.
- Analyze ways in which faculty, staff, parents, and/or community members should interact as part of the special education program.
- Identify techniques for effective communication between special education personnel and the administration, regular classroom faculty, parents, or community members.
- Identify strategies for conducting parent and/or student conferences as part of the special education program.

- Autism: Introduction

  The teacher education program in Behavioral Disorders with additional emphasis on instruction of the Autistic student provides the prospective teacher with a total educational experience. A multidisciplinary approach based on evolving technologies and current standards of excellence should be used. This approach should include teachers, school support personnel, parents, and persons in the community. Teachers of autistic students may instruct students in a variety of settings including the classroom, home, community, and work environment. The overall goal of the autistic students' educational experience should be to develop lifetime skills across all appropriate areas of instruction. The following program objective: flow from needs of autistic students for structure, individual management plans, communication systems, assessment, socialization skills, recreational skills, and academic programs.

- Program Objectives - The teacher education program shall provide training and experience which will enable the teacher to:

  - Plan and organize the appropriate classroom structure which facilitates learning of autistic students.
  - Develop a schedule to establish routine.
  - Prepare data-based lesson plans.
  - Emphasize planned instructional activities rather than depend on incidental learning.
  - Plan for physical classroom environment to enhance learning for autistic students.
  - Demonstrate use of a high degree of teacher-intrusive behaviors in instructional activities.
  - Describe strategies to incorporate flexibility within the routine of the autistic student.
  - Discuss the value of repetition, clear expectations, and consistency to the learning environment of the autistic student.
  - Control for extraneous environmental stimuli.

- Prepare and implement individual management plans for autistic students.

  - Describe characteristics of autism and their implications for learning.

  - Implement a behavior modification system.
  - Implement alternative management strategies such as assertive discipline, intrusion activities, and modeling.
  - Demonstrate proper procedures for the use of approved restraints.
  - Use approved procedures and devices for aversives.
  - Comply with civil and human rights of individuals in use of restraint techniques and aversives.
  - Use unusual reinforcers when specified in the individual Education Program.

- Demonstrate a knowledge and application of appropriate communication systems for autistic students.
  - Design or modify and use nonverbal communication systems in instruction for autistic students. Examples include picture cards, American sign language, finger spelling, blissymbolics, and communication boards.
  - Use direct, concise, clear language in communicating with autistic students.
  - Analyze language development, deficits, and acquisition patterns of autistic students.
  - Describe the characteristics of language development of autistic students.

- Knowledge and skills related to the use of appropriate assessment instruments and their results in the planning for instruction of the autistic students.
  - Use formal and informal assessment tools which are appropriate for autistic students.
  - Apply results from appropriate assessment instruments to instruction for autistic students. Assessment devices include, for example, the Psycho-Educational Profile, Rimland Checklist;, Childhood Autism Rating Scale and the Behavior Rating Instrument for Autistic and Atypical Children.

- Demonstrate instructional skills related to the social development of the autistic student.
  - Conduct planned instruction in the home, school, workplace, and community.
  - Use techniques for teaching social behaviors and skills necessary for autistic students in home, school, work, and community.
  - State the advantages of flexible and extended school days.
  - State the advantages of instruction with families, peers, and adults.
- Plan and organize appropriate recreational skills for the autistic student.
  - Adapt basic skills and rules for recreational activities for autistic students in order to teach the particular activity and develop in the student the appropriate social skills related to the activity.
- Design and implement appropriate academic programs for autistic students.
  - Explain the range and variance of learning styles (e.g., uneven learning rates, poor generalization, preferred modality) which characterize autistic students.
  - Identify and describe exemplary programs for autistic students.
  - Explain the instructional interventions of educable mentally impaired, trainable mentally impaired, learning disabled, and language delayed programs which are beneficial to curriculum for autistic students.
  - Use techniques for task analysis to facilitate instruction for autistic students.
  - Use appropriate instructional interventions for autistic students.

Behavioral Disorders (Excluding Autism)

APPROVED PROGRAM/LICENSE REQUIREMENTS

Required Policy Components
- General Studies
- Preprofessional Skills
- Content Specialization
- Professional Education

Statewide Testing Requirements
- PPST (Reading, Writing, and Mathematics) for initial licensure. Candidates with a masters degree are exempted from the PPST.
- Board adopted PPST passing scores: Reading and Mathematics: 172; Writing: 171.
- Content Specialization Test: Test Field 33: Behavioral Disorders
- Passing score for CST: 140.

Second Specialization or Two Programmatic Level Requirements
- Behavioral Disorders, (excluding Autism) grades K-8 or K-12: Multi-Subjects (grades K-8) or achieving passing score on Multi-Subjects test (Test Field 02).
- Behavioral Disorders, (excluding Autism) grades 5-12: Second specialization in non-special education content area for grades 5-12 or K-12.

Additional Requirements
- Bachelors degree from a regionally accredited institution.
- Complete an institution's state approved program.

o Behavioral Disorders: Types, Characteristics, and Foundations

- Identify the characteristics of various anxiety disorders in children, such as phobias, panic, compulsions, and obsessions.

- Identify the characteristics of various psychosomatic disorders in children, such as conversions, psychogenic pain, and hypochondriasis.

- Identify the characteristics of schizophrenic disorders in children.

- Identify the characteristics of affective disorders in children (e.g., depression).

- Identify the characteristics of psychosexual disorders (e.g., identity disorders) in children.

- Identify the characteristics of adjustment disorders (e.g., conduct disorders) in children.

- Identify the characteristics of personality disorders in children (e.g., character disorder, sociopath).
- Identify the types of anxiety (e.g., separation, avoidance) and oppositional disorders (e.g., eating and movement) in children.
- Identify the characteristics of autism.
- Identify the characteristics of specific developmental disorders in children, such as reading, language and articulation disorders, attention deficit, impulsivity, and hyperactivity.
- Analyze the effects of a given behavior disorder on the emotional development of a child.
- Analyze the effects of a given behavior disorder on the development of a child's social and adjustment skills.
- Identify the types and/or characteristics of behavior disorders stemming from substance abuse.
- Identify the demographic characteristics of behavior-disordered populations.

o Assessment and Program Design

- Identify types, uses, and/or characteristics of intelligence tests.
- Identify types, uses, and/or characteristics of achievement or diagnostic tests.
- Identify types, uses, and/or characteristics of behavioral observation methods (e.g., developmental scales, behavioral rating scales),
- Analyze the factors involved in using an assessment instrument in program planning for and/or evaluation of exceptional students.
- Demonstrate an understanding of procedural safeguards and/or legal issues related to testing.
- Analyze issues and/or procedures involved in discussing individualized instruction with an exceptional student or her/his family.

- Analyze issues and/or procedures involved in the development, implementation, and/or evaluation of an Individualized Education Program (IEP).

- Demonstrate an understanding of the formulation and function of Individualized Education Program (IEP) goals and objectives for behavior-disordered students.

- Demonstrate an understanding of behavior-disordered students' inability to establish and/or maintain satisfactory peer relations, and of ways for the educational program to help solve this problem.

- Demonstrate an understanding of behavior-disordered students' inability to establish and/or maintain positive self-concept, and of ways for the educational program to help solve this problem.

- Demonstrate an understanding of behavior-disordered students' inability to establish and/or maintain academic achievement, and of ways for the educational program to help solve this problem.

- Demonstrate an understanding of behavior-disordered students' needs to develop appropriate relations with authority and society, and of ways for the educational program to help meet those needs.

- Identify the need for and use of appropriate leisure time for behavior-disordered students, and ways for the educational program to help meet those needs.

- Identify methods of evaluating the behavioral progress of behavior-disordered students in a given program.

- Identify methods of evaluating instructional progress of behavior-disordered students in a given program.

o Intervention Strategies and Curriculum Modification

  - Apply principles and/or procedures of task analysis, sequencing, and presentation to the instruction of behavior-disordered students.

  - Apply instructional techniques (e.g., rote learning, overlearning) to the instruction of behavior-disordered students.

  - Apply techniques for teaching generalization to behavior-disordered students.

- Identify strategies for effective classroom management with behavior-disordered students.
- Analyze ways of adapting classrooms with behavior-disordered students for optimal utility, safety, and learning conditions.
- Demonstrate an understanding of the characteristics and use of prescriptive medication in the education of behavior-disordered students.
- Identify reasons for modifying a curriculum for use with behavior-disordered students.
- Identify methods for modifying a curriculum for use with behavior-disordered students.
- Identify the factors involved in the selection, adaptation, and/or use of appropriate curriculum materials for behavior-disordered students.
- Identify strategies for remediation of reading problems.

o Theories of Behavior Disorder

- Apply the psychodynamic (psychosexual) theory of behavior disorder (include intervention techniques).
- Apply the biophysical theory of behavior disorder (include intervention techniques).
- Apply the ecological theory of behavior disorder (include intervention techniques).
- Apply the psychoeducational theory of behavior disorder (include intervention techniques).
- Apply the behavioral theory of behavior disorder (include intervention techniques).
- Apply the sociological theory of behavior disorder (include intervention techniques).
- Apply the humanistic theory of behavior disorder (include intervention techniques).

o Professional Knowledge

- Analyze the influence of family, school, and/or community on a normal child's development.

- Demonstrate an understanding of the nature, etiology, and/or effects of a given learning disability.
- Identify procedures and/or issues related to the education of learning-disabled students.
- Demonstrate an understanding of the nature, etiology, and/or effects of a given mental impairment.
- Demonstrate an understanding of federal laws and regulations (e.g., Public Law 94-142, Carl D. Perkins Act) concerned with special education.
- Demonstrate an understanding of West Virginia laws and regulations concerned with special education.
- Identify the members and roles of the Placement Advisory Committee (PAC) according to West Virginia law.
- Identify delivery models for providing services to behavior-disordered students under West Virginia rules and regulations.
- Identify components of the program definition for providing services to behavior-disordered students under the West Virginia Regulations for the Education of Exceptional Students (include population definition, program of study, and eligibility criteria).
- Identify professional organizations and/or publications in the field of special education.
- Analyze ways in which support personnel may augment special education programs.
- Analyze ways in which faculty, staff, parents, and/or community members should interact as part of the special education program.
- Identify techniques for effective communication between special education personnel and the administration, regular classroom faculty, parents, or community members.
- Identify strategies for conducting parent and/or student conferences as part of the special education program.

Preschool Handicapped

APPROVED PROGRAM/LICENSE REQUIREMENTS

Required Policy Components
- General Studies
- Preprofessional Skills
- Content Specialization
- Professional Education

Statewide Testing Requirements
- PPST (Reading, Writing, and Mathematics) for initial licensure. Candidates with a masters degree are exempted from the PPST.
- Board adopted PPST passing scores: Reading and Mathematics: 172; Writing: 171.
- Content Specialization Test: Test Field 28: Preschool Handicapped

Second Specialization or Two Programmatic Level Requirements
- Preschool Handicapped: No second specialization is required.

Additional Requirements
- Bachelors degree from a regionally accredited institution.
- Complete an institution's state approved program.

- Child Development (Birth to age 6)
  - Analyze factors that influence language, speech, and cognitive development in young children (e.g., language, cognitive, motor, social-emotional).
  - Analyze the interrelatedness of developmental areas in young children.
  - Apply theoretical principles of child development to the guidance and instruction of young children.
  - Analyze hereditary and biological influences on growth and development from conception through early childhood.
  - Analyze environmental influences on growth and development from conception through early childhood (e.g., drugs, nutrition).
  - Identify characteristics of delayed and atypical cognitive development in young children.
  - Analyze causes of exceptionalities in cognitive development in young children.
  - Identify stages of cognitive development in young children.

- Identify the progression of thinking skills in the development of young children.
- Relate implications of brain growth research to learning in young children.
- Identify stages in the developmental sequence of speech and language acquisition in young children.
- Identify characteristics of delayed and atypical development of speech, language, and hearing in young children.
- Analyze causes of exceptionalities in the development of speech, language, and hearing in young children.
- Identify stages and characteristics in the development of communication skills in young children, within social contexts.
- Identify the developmental sequence of expressive and receptive language.
- Identify stages and characteristics of physical development (e.g., gross and fine motor) in young children.
- Relate theories of physical development to motor skills and physical limitations in young children.
- Identify the developmental sequence of gross and fine motor skills in young children.
- Identify types and characteristics of delayed and atypical physical and motor development in young children.
- Analyze causes of exceptionalities in physical and motor development in young children.
- Analyze the development of self-concept in young children.
- Identify issues and concerns related to social-emotional development (e.g., child abuse and neglect, child-rearing and cultural patterns, family life).
- Identify stages and characteristics in social-emotional development in young children (including play).
- Identify the sequence of social development in young children.
- Identify characteristics of delayed and atypical social-emotional development in young children.

- Analyze causes of exceptionalities in social-emotional development in young children.
- Define terms related to exceptionalities in early childhood.
- Identify types, characteristics, and etiologies of auditory impairments.
- Identify types, characteristics, and etiologies of visual impairments.
- Identify types, characteristics, and etiologies of physical and other health-related impairments (e.g., cerebral palsy, epilepsy, spina bifida, hydrocephalus, muscular dystrophy, limb deficiencies, cystic fibrosis, chronic health problems).
- Identify types, characteristics, and etiologies of communication impairments (e.g., speech disorders).
- Identify types, characteristics, and etiologies of intellectual impairments (e.g., learning disabilities, mental impairment).
- Identify types, characteristics, and etiologies of affective impairments (e.g., behavior disorders, emotionally disturbed, autism).
- Identify types, characteristics, and etiologies of multiple handicaps (e.g., deaf-blind).
- Analyze the interrelated effects of impairments in various areas of development (e.g., physical, visual, or hearing impairment in relation to psychomotor, cognitive, language, and social-emotional skills).

o Education of the Typical Child

- Identify reading readiness concepts used in the instruction of young children (e.g., auditory and visual discrimination).
- Identify listening skills and activities appropriate for young children.
- Identify speaking skills and activities appropriate for young children.
- Classify types and characteristics of children's literature.

- Identify principles and skills involved in effective presentation of oral and written materials to young children (e.g., children's literature).

- Identify techniques for developing language comprehension and usage in an atmosphere that encourages communication among children and between children and adults.

- Identify ways to encourage interpretation and expression in nonverbal modes among young children.

- Identify sources and criteria for evaluating and selecting children's literature.

- Identify ways to stimulate cognitive processes in the instruction of young children (e.g., observing, initiating, searching for solutions, evaluating outcomes).

- Identify principles involved in scientific inquiry and problem solving.

- Apply principles of scientific inquiry and problem solving to science and technology activities appropriate for young children (e.g., cooking, explaining natural phenomena, weather, aquariums, terrariums, specimen collections, physics concepts such as color, hot and cold).

- Identify basic personal health practices important for young children (e.g., toilet habits, brushing teeth, washing).

- Identify basic safety practices for young children at home, in school, and in the community.

- Identify basic principles of good nutrition, the nutritive value of different foods, and good eating habits related to the development of young children (e.g., food groups).

- Identify quantitative concepts that are appropriate mathematics foundations for young children.

- Apply concepts of spatial relationships to the guidance or instruction of young children.

- Apply concepts of identification and classification to the guidance or instruction of young children.

- Apply concepts of comparison and contrast to the guidance or instruction of young children.

- Apply concepts of sequencing, ordering, and pattern recognition to the guidance or instruction of young children.
- Identify ways to promote body awareness through movement activities using time, force, space, and flow.
- Identify activities to foster the development of gross motor skills among young children (including balance and rhythmic skills).
- Identify activities to foster the development of fine motor skills among young children (including eye hand coordination, and visual, motor tactile, and perceptual skills).
- Identify fundamental locomotor (e.g., running, jumping, climbing) and non-locomotor skills (e.g., twisting, bending, stretching) involved in movement activities appropriate for young children.
- Identify activities related to the sequential development of movement skills in young children.
- Identify social science activities appropriate for young children (e.g., careers, what people do, members of the community, neighbors).
- Identify economic activities appropriate for young children (e.g., understanding money).
- Identify government and history activities appropriate for young children (e.g., law, Thanksgiving).
- Identify ways to improve a young child's social education by providing interactions with other people through field trips and resource persons.
- Identify ways to help the young child develop a sense of self-worth and identity as an individual and as a member of a family, an ethnic group, and a community.
- Identify ways to encourage free expression including the expression of feelings among young children and between children and adults.
- Identify ways play may be used to promote development in young children (e.g., language, motor, cognitive, social).

- Identify ways to encourage exploration of the physical environment.
- Identify ways in which play may be used to integrate different subject areas.
- Identify stages and characteristics of art expression in young children.
- Identify art activities, media, and/or materials appropriate for young children at different stages of development.
- Sequence activities related to the development of art skills in young children.
- Identify activities related to the development of art appreciation in young children.
- Identify music activities and instruments appropriate for young children.
- Compare specialized approaches in music as they relate to the principles of growth and development of young children.
- Sequence activities related to the development of music skills in young children.
- Identify activities related to the development of music appreciation in young children.
- Identify types of drama activities appropriate for young children.
- Identify reasons for providing a variety of creative experiences in art, music, drama, and technology for young children.
- Identify ways to incorporate cultural variations to enrich creative arts activities.
- Identify ways to provide opportunities for active participation, independent choices, experimentation, and problem solving for young children in an early education setting.
- Identify factors and methods involved in the guidance and management of behavior in young children.

- Compare various approaches to organizing and managing instruction for an Early Education program (e.g., teacher-centered, child-centered, learning centers, individualized).
- Apply procedures for selecting curriculum in an Early Education program (teacher-made vs. commercial curriculum).
- Apply procedures for developing curriculum in an Early Education program.
- Identify strategies in curriculum design for Early Education to promote simultaneous skills acquisition in more than one area.
- Select curriculum materials appropriate for use in an Early Education program.
- Identify activities involving electronic equipment that are appropriate for use with young children (e.g., electronic games, television, video).
- Apply procedures to create or adapt curriculum materials to fit specific needs.
- Identify instructional objectives and goals appropriate for the Early Education program.
- Select instructional activities and procedures appropriate to specific needs in Early Education.
- Identify instructional strategies to be implemented by others (including parents).
- Apply procedures for designing and constructing lesson plans.
- Select modes of instruction for specific needs and situations (e.g., hands-on, demonstration, individualized, small group, large group).
- Identify ways to coordinate activities with other personnel to promote effective teaching practices.
- Apply procedures for scheduling activities in an Early Education program.
- Apply procedures for organizing classroom space, equipment, and materials to meet specific needs (including those of exceptional children.)

  - Apply principles and procedures for supervising instructional activities, material, and equipment in Early Education.
  - Analyze the relationship between teacher attitudes and the learning success of young children.
  - Identify the characteristics of Early Education curricular models (e.g., Montessori, Weikart, Bankstreet).
  - Identify techniques and procedures for mainstreaming students at the Early Education level.

- Intervention (Birth to age 6)
  - Evaluate curricula for special needs children in Early Childhood Special Education (both commercial and teacher made).
  - Apply procedures to adapt curricula to meet the special needs of children in Early Childhood Special Education (both commercial and teacher made).
  - Identify means for selecting and teaching transitional skills.
  - Identify commercial curricula available for specific curriculum areas (motor development, cognitive development, language development, social-emotional development, self-help).
  - Identify comprehensive commercial curricula available for exceptional children with special needs (including infants).
  - Analyze alternative and/or augmentive modes of communication.
  - Select instructional activities to facilitate growth in motor development.
  - Select instructional activities to facilitate growth in cognitive development.
  - Select instructional activities to facilitate growth in language development.
  - Select instructional activities to facilitate growth in social-emotional development.
  - Select instructional activities to facilitate growth in self-help skills.

- Evaluate instructional materials on the basis of the special needs of exceptional children according to age and developmental levels (including infants).
- Adapt instructional materials to meet individual needs (e.g., visual, hearing, and physical limitations).
- Apply procedures for developing curriculum materials to meet the individual needs of exceptional children.
- Identify types and uses of adaptive equipment to meet specific needs of exceptional children.
- Apply procedures for conducting an ongoing review and modification of curriculum and instructional materials.
- Identify the main components of an individualized education program (IEP).
- Identify and select long-range goals and short-term behavioral objectives based on assessment data for an individualized education program (IEP).
- Identify selection criteria for making least-restrictive placements.
- Identify procedures for coordinating the development of an individualized education program (IEP) with parents and evaluation team members.
- Identify procedures for conducting a periodic review of a child's progress in an individualized education program (IEP).
- Apply task analysis procedures in the instructional program.
- Identify instructional strategies based on goals, objectives, and assessment data.
- Apply instructional strategies for children with motoric and sensory impairments.
- Apply strategies for facilitating generalization across settings, materials, persons, and time.
- Identify instructional formats (one to one, small group, large group, and individualizing within groups) in a non-categorical classroom.

- Identify procedures for maintaining orthotic and prosthetic devices (including hearing aid maintenance).
- Apply the principles of organizing the classroom environment for handicapped students (e.g., classroom environmental factors that affect learning, ways to organize a classroom for handicapped students).
- Identify positioning and handling techniques for working with physically impaired children in an instructional setting.
- Identify procedures for managing inappropriate behavior of exceptional children in an instructional setting.
- Apply procedures for the use of reinforcers (social and tangible) in behavior management.
- Apply procedures for the use of cues, prompts, and error correction (from least to most intrusive) in behavior management.
- Identify strategies for facilitating interaction among handicapped and non-handicapped peers.
- Identify procedures and requirements for least-restrictive placements mainstreaming exceptional children in Early Education programs.
- Identify procedures and requirements for providing child and family progress reports in accordance with due process and confidentiality.
- Define measurement terms and principles used in screening and assessment (e.g., percentile, standard deviation, mean, range).
- Identify various methods of assessment and their characteristics (e.g., formal vs. informal, screening).
- Interpret screening and assessment data in relation to a specific situation.
- Use screening and assessment data to make instructional decisions in a specific situation.
- Determine the need for special education and related services based on discussion of assessment data with parents and evaluation team members.

- Identify characteristics, techniques, and uses of observational assessment and anecdotal records in Early Education programs.
- Identify characteristics and uses of checklists and rating scales for assessment in Early Education programs.
- Identify techniques and instruments used for screening young children.
- Identify methods for organizing screening programs (e.g., publicity release, training staff, organizing stations, selecting instruments).
- Identify techniques, instruments, and characteristics of achievement, psychological, and affective assessment in Early Education programs.
- Identify techniques, instruments, and characteristics of skills testing in Early Education programs (e.g., language, gross and fine motor).
- Apply procedures for maintaining ongoing evaluation of students and modification of instruction based on assessment data.
- Identify procedures for administering various types of assessments and the difficulties generally encountered in conducting assessments with young children.
- Apply procedures for scoring various types of assessments.
- Identify early identification (child-find) procedures used in Early Education programs.
- Identify types, characteristics, and uses of various instruments for assessing special needs (norm referenced criterion referenced, curriculum referenced).
- Identify strategies for selecting and adapting assessment instruments and procedures for specific impairments.
- Select appropriate assessment instruments according to the needs of specific children.
- Diagnose the special needs of exceptional children based on assessment results.
- Apply procedures and techniques for communicating assessment results to parents and teaching professionals.

- Identify the roles of parents in the assessment process.
- Identify procedures for working with a multidisciplinary team in the assessment of special needs.

o Program Management

- Identify common childhood diseases and ways to prevent or control the spread of disease.
- Recognize symptoms of common health problems or health-related changes among infants and young children.
- Identify needs for and procedures involved in providing emergency care or first aid for infants and young children.
- Identify support services, personnel, and facilities available for health-related concerns in the school and the community (e.g., school nurse, clinics).
- Analyze current issues and trends in Early Education (including government, socioeconomic factors, widespread health problems).
- Analyze current issues and socioeconomic factors in the structure of society in relation to Early Education.
- Apply procedures for maintaining record-keeping systems for ongoing evaluation.
- Analyze historical and philosophical approaches to Early Education.
- Identify the basic goals and principles of Early Education programs.
- Identify personal characteristics essential for an Early Education teacher.
- Apply concepts of professional ethics to situations involving Early Education.
- Identify requirements of safe, healthful, and functional indoor and outdoor learning environments that provide flexibility in time, space, and use of facilities.

- Select materials, equipment, and resources for an Early Education program based on specific criteria (e.g., learning value, durability, non-sexist).
- Compare different kinds of Early Education programs (e.g., home-based, nursery school, daycare center).
- Apply procedures involved in various financial functions for an Early Education program (e.g., budgeting, requesting supplies, preparing statistical reports).
- Apply procedures involved in various management functions for an Early Education program (e.g., monitoring food and transportation services, playground duty, handling daily routines, preparing student reports).
- Identify ways to coordinate the roles of the school, the parents, and the community in an Early Education program.
- Identify community resources available for young children and their families.
- Identify local, state, and federal laws related to Early Education (e.g., daycare regulations, Article 20, Chapter 18 of Code of West Virginia, Public Law 94-142, Policy 2419, Section 504, 5th and 14th Amendments).
- Apply local, state, and federal laws and regulations to specific situations in Early Education.
- Analyze legal issues and requirements (e.g., due process, confidentiality) in relation to an Early Education program.
- Identify procedures and requirements for maintaining emergency contact and individual child care information (e.g., medications, procedures, seizure behaviors).
- Identify procedures for managing the transition of students from one program to another (e.g., receiving child information, providing updated information, and recommendations).
- Identify types of related services for young handicapped students and their families.

- Identify methods for obtaining related services for young handicapped students and their families.
- Identify professional behaviors that facilitate and/or hinder collaborative efforts across agencies and professions.
- Apply strategies for facilitating interagency collaboration.
- Identify types and characteristics of various team approaches to the delivery of services (interdisciplinary, multidisciplinary, and transdisciplinary).
- Identify types and characteristics of service delivery models for young children with special needs (home-based, center-based, combination, community-based, age appropriate, consultant, categorical, non-categorical).
- Identify procedures for managing the transition of special needs students from one program to another (e.g., visiting new programs, coordinating professional staff, providing consultation and follow-up to the receiving teacher).
- Evaluate curricula in relation to the needs and abilities of young children in Early Education programs.
- Identify criteria for evaluating curricula for Early Education programs.
- Evaluate the effectiveness of specific activities to promote the acquisition or improvement of teaching skills.
- Apply procedures to modify instructional activities and teaching skills based on evaluation data.
- Apply procedures for conducting program evaluations based on individual and classroom records.
- Evaluate curricula in relation to the needs and abilities of young children with special needs and their families.
- Identify criteria for evaluating the Early Childhood Special Education curriculum (age-appropriateness, functioning level, family needs).
- Identify procedures to collect child progress data.

- Apply procedures to modify instructional activities and teaching techniques based on child progress data.
- Apply procedures for conducting formative and summative program evaluations (including services to children, services to families, staff development).
- Identify ways to incorporate elements of a family's cultural background in the Early Education programs.
- Analyze the role of the parents in an Early Education program.
- Identify ways to interact with parents in an Early Education program (e.g., home visits, conferences, parent meetings).
- Identify strategies for assessing the needs of the family (parents and siblings) in relation to a child's exceptionality.
- Select curricular objectives and instructional materials for the family based on the exceptional child's needs.
- Identify types of family reactions to the identification of a handicapped child.
- Identify appropriate settings and conditions for home-based instruction.
- Identify professional behaviors that facilitate and/or hinder the parent-professional partnership.
- Identify strategies for providing emotional support to families of young handicapped children.
- Identify the rationale for and ways of involving the family in early intervention programs (placement, I.E.P., advocacy, support to other families, parent groups).
- Identify strategies for families to promote child development in specific areas (e.g., language, cognition, social-emotional, motor, self-help skills).
- Identify techniques and methods for educating parents of special needs children (including ways to provide parents with basic information about handicaps, skill development, and behavior modification procedures).

- Apply procedures for monitoring the home program (e.g., telephone, passports, conferences, home visits).
- Identify major job and professional roles and responsibilities of Early Education teachers.
- Identify procedures and requirements involved in evaluating the performance of Early Education teachers.
- Identify journals, activities, and organizations related to the professional growth and continuing development of Early Education teachers.
- Identify various personnel and their tasks and responsibilities in an Early Education program (e.g., aide, teacher assistant, custodial staff, clerical staff, transportation and food service staff).
- Identify professional early childhood special education organizations and publications and their functions (e.g., state and national organizations that provide services, information, or resources to special populations, and publications that provide information on exceptionalities).
- Identify major individuals and concepts in the development of early childhood special education.
- Identify the rationale for early intervention (including efficacy studies).
- Identify legal requirements and procedures related to placement and program planning (e.g., due process).
- Apply knowledge of state laws and regulations to the planning of instruction for exceptional children in Early Education.
- Apply knowledge of federal laws (e.g., Public Law 94-142, Section 504, FERPA, Buckley Amendment, HCEEA, Public Law 98-199) related to special education.

Gifted

APPROVED PROGRAM/LICENSE REQUIREMENTS

Required Policy Components
- General Studies
- Preprofessional Skills
- Content Specialization
- Professional Education

Statewide Testing Requirements
- PPST (Reading, Writing, and Mathematics) for initial licensure. Candidates with a masters degree are exempted from the PPST.
- Board adopted PPST passing scores: Reading and Mathematics: 172; Writing: 171.
- Content Specialization Test: Test Field 35: Gifted Education (available 10/89)
- Passing score for CST: 140.

Second Specialization or Two Programmatic Level Requirements
- Gifted Education, grades K-8 or K-12: Multi-Subjects (grades K-8) or achieving passing score on Multi-Subjects test (Test Field 02).
- Gifted Education, grades 5-12: Second specialization in non-special education content area for grades 5-12 or K-12.

Additional Requirements
- Bachelors degree from a regionally accredited institution.
- Complete an institution's state approved program.

Gifted/Introduction

- The teacher of the gifted should possess special competencies to meet the needs of the gifted and should serve primarily as a facilitator of learning. Services for the gifted may be presented in a variety of educational settings.

- Gifted students require differentiated educational programs and services beyond those normally provided by the regular school program so that they may achieve self-fulfillment and be able to contribute fully to society.

- The gifted student may be broadly defined as one who exhibits superior performance in any area of human activity. This broad concept of giftedness encompasses a wide variety of special abilities and talents. The gifted student may come from any socio-economic setting and may be of any age level. The gifted are those identified by professional qualified persons as possessing exceptional abilities and talents significantly beyond the level of the average individual in one or more of the following areas: intellectual, creative, Psychosocial, and Kinesthetic-Motor.

- The teacher education program shall provide training and experience which will enable the teacher to:

  - Demonstrate a knowledge of the characteristics of the gifted in general and those unique to each subgroup of giftedness: intellectual, creative, psychosocial, and kinesthetic-motor.

  - Identify those psychological, sociological, physiological, and cultural factors that inhibit the full development of the gifted individual.

  - Use and interpret the more important measures used for the identification and evaluation of the gifted student, such as:

    (a) Measures of intelligence;
    (b) Measures of creativity;
    (c) Standardized and unstructured observation;
    (d) Aptitude tests;
    (e) Data for structured and unstructured observation;
    (f) Individual and group measures;
    (g) Verbal and nonverbal measures;
    (h) Concepts of reliability and validity; and
    (i) Standard scores.

  - Identify different types of organized educational programs available to the gifted student, such as:

    (a) Honors classes;
    (b) Seminars;
    (c) Community based groups or classes;
    (d) Seminar programs;
    (e) Part-time special interest groups; and
    (f) Study trips.

  - Plan educational experiences that would facilitate the gifted student's development and demonstrate knowledge of the most appropriate techniques for the purpose, such as:

    (a) Arranging for multiple stimulation and enrichment of the classroom environment;

    (b) Providing opportunity for accelerating individual progress;

    (c) Providing opportunities for independent study;

    (d) Giving opportunities for organization and leadership experiences;

(e) Arranging for team work;

(f) Providing opportunity for independent study;

(g) Having individual and group brainstorming sessions;

(h) Encouraging the use of analogy;

(i) Establishing a scientific attitude to learning;

(j) Using the library effectively;

(k) Using research techniques; and

(l) Providing tutorial and referral services.

- Demonstrate a knowledge of resources available for assistance in the development and implementation of programs for the gifted, such as:

(a) References that describe and locate current educational programs for the gifted;

(b) Community organizations;

(c) Institutions of higher learning;

(d) Professional organizations;

(e) Industry and local business;

(f) Governmental agencies; and

(g) Gifted adults museums and art galleries.

- Articulate the criteria for selection, utilization, and evaluation of sources outside the school that will assist in the implementation of programs for the gifted.
- Demonstrate a knowledge of current curriculum models for the education of the gifted, such as: the enrichment model, the acceleration model, and other current innovative models.
- Demonstrate understanding of how curricula for the gifted can be related to theories of learning.
- Adapt curriculum strategies to a variety of school organizational patterns.

- Identify, organize and utilize available curricula resources that exist both within and outside the school setting.

- Employ a variety of evaluation techniques in selecting appropriate curriculum experiences and materials for teaching the various types of gifted students.

- Design and adapt curriculum materials to permit the gifted student to progress at his own rate and style of learning.

- Identify the historical development of educational programs for the gifted.

o Possess knowledge of how social and cultural conditions affect the gifted student

  - Identify the interpersonal strategies used by the gifted student as he relates to others.

  - Demonstrate knowledge of group dynamics as it applies to the classroom situation.

  - Demonstrate skill in establishing orientations of success that will assist the gifted child to cope with frustration and fear.

  - Demonstrate knowledge of how creative thinking can be inhibited through sanctions and pressures to conform by peers and adults.

  - Create a climate that would allow for a healthy individualism.

  - Show knowledge of the negative effects on creative behavior of over-emphasis or misplaced emphasis on sex roles.

  - Exhibit a recognition of the need for caution in equating divergence with abnormality and of societal pressures to get rid of divergence.

  - Demonstrate an awareness of the block to creative development that may arise from acceptance of the work-play dichotomy principle where play is to be enjoyed.

  - Show knowledge that the gifted student is prone to psychological estrangement by parents, teachers, and peers.

  - Demonstrate knowledge of and skill in applying group creative problem solving or synectics approaches to assist the gifted student to develop interpersonal skills.

- Display a knowledge of the emotional needs and developmental characteristics of the gifted.
    - Identify and analyze possible psychosocial problems of the gifted student.
    - Show an awareness of the special problems affecting the gifted student and the types of guidance needed.
    - Assist the gifted student in developing skills of self-evaluation.
    - Identify sources of psychological help.
    - Relate with parents of gifted students concerning program development and personal-social relations.
    - Assist in resolving problems such as those arising from frequent sanctions of society against divergence, attempts to learn in his own way, and repression of his creative energies.
    - Help the gifted student recognize the value of his talents.
    - Prevent the exploitation of the student's talents and abilities.
    - Assist the gifted student in accepting his creative limitations.
    - Help the gifted student recognize opportunities for academic growth and personal development.
    - Encourage the student to cope effectively with personal and academic failures.
    - Assist the gifted student in developing a broad perception of vocational and professional roles regardless of sex.
    - Facilitate the development of leadership qualities among peers without sacrificing creativity.
    - Display evidence of high professional competence and personal creativity by:

        (a) Being supportive of the gifted student's inquisitive attitudes and creative abilities;

        (b) Encouraging students to think analytically and to defer judgment until ample time is allowed for consideration of all possibilities;

(c) Encouraging the use of techniques and activities which foster the process of divergent thinking.

(d) Distinguishing between busy-work assignments and those that provide for productive output.

(e) Introducing teacher-child reciprocal learning experiences;

(f) Providing an environment which is characterized by openmindedness, warmth, and friendliness;

(g) Providing learning experiences which are personally relevant to the gifted child.

o Show knowledge of the psychological development of the gifted child.

- Demonstrate a knowledge of the Erickson-Piaget-Gowan creativity and developmental stage theory which includes the following concepts:

  (a) escalation, which involves five interrelated apsects known as succession, discontinuity, emergence, differentiation, and integration; and

  (b) dysplasia, which arises from a failure to escalate.

- Demonstrate an awareness of the developmental curve showing the rise, fall and recovery of creative thinking abilities from childhood to adulthood with special focus on developmental patterns, relative to the pre-school, elementary, and secondary school years.

Hearing Impaired

APPROVED PROGRAM/LICENSE REQUIREMENTS

Required Policy Components
- General Studies
- Preprofessional Skills
- Content Specialization
- Professional Education

Statewide Testing Requirements

PPST (Reading, Writing, and Mathematics) for initial licensure. Candidates with a masters degree are exempted from the PPST.

Board adopted PPST passing scores: Reading and Mathematics: 172; Writing: 171.

Content Specialization Test: None available.

Second Specialization or Two Programmatic Level Requirements

Hearing Impaired, grades K-8 or K-12: Multi-Subjects (grades K-8) or achieving passing score on Multi-Subjects test (Test Field 02).

Hearing Impaired, grades 5-12: Second specialization in non-special education content area for grades 5-12 or K-12.

Additional Requirements

Bachelors degree from a regionally accredited institution.

Complete an institution's state approved program.

- A teacher of hearing impaired children shall demonstrate competencies and knowledge in the areas which are considered fundamental for teachers to work effectively with these children.

- Hearing impaired (deaf or hard of hearing) individuals are those who require specialized education because of a hearing impairment. Program Objectives

- The teacher education program shall provide training and experience which will enable the teacher to:

  - Demonstrate a knowledge of the Foundations of Education of the Hearing impaired.

  - Relate historical and current developments in education of the hearing impaired in the United States and other countries and the influence of historical developments upon the current state of the field.

  - Analyze national and local issues, trends, and events which influence the education of hearing impaired children.

  - State purposes and services of national, state, and local organizations and government agencies concerned with the education and welfare of the hearing impaired.
  - Evaluate national, regional, state, and local education programs for the hearing impaired.
  - Describe content of nature, issues, and trends of fields and professions related to education of the hearing impaired, such as regular education, audiology, and educational psychology, and the contributions of these fields to education of the hearing impaired.
  - Analyze implications of hearing impairment for the psychological, sociological, vocational, and educational development of hearing impaired individuals.
  - Utilize educational, sociological, audiological, psychological information in educational planning and counseling for both hearing impaired children and their parents.
  - Locate and utilize resources, reference materials, and professional literature in the education of the hearing impaired and in related fields.

- Explore the relationship of the physical and psychological aspects of sound to speech and hearing.
  - Describe the function of speech, auditory, and visual mechanisms involved in communication of normal and pathological organisms, and subsequent noncompetent behaviors.
  - Analyze the general and specific effects of hearing impairment upon the production of speech and the reception of speech and other sounds.
  - Demonstrate an awareness of various procedures for testing hearing and a capability for interpreting test results.
  - Describe the functioning and characteristics of various types of amplifying and their application to learning and instructional processes.

- Explore the theoretical and practical aspects of developing evaluation, and improving the hearing impaired child's receptive and expressive language and his communicative skills.
  - Apply the structure of the English language (linguistics), the acquisition and use of language (psycholinguistics), and

the implications of these areas for education of hearing impaired infants, children, and young adults.

- Utilize research and other literature on language of the hearing impaired.

- Provide for the acquisition and development of language skills in hearing and in hearing impaired infants and children.

- Demonstrate methods and procedures of language instruction for hearing impaired children.

- Utilize appropriate instructional procedures to effect language learning in hearing impaired children and the ability to diagnose, correct, and improve language development in these children.

- Describe the communication process and the effects of hearing loss on communication.

- Utilize various modes of communication and combination of modes (listed below) used in teaching hearing impaired individuals and a knowledge of methods, procedures, and materials used in teaching these modes of communication including the use of techniques and materials appropriate to individuals or groups in the development, diagnosis, correction, and improvement of communication ability:

  (a) Reading;

  (b) Written communication;

  (c) Speechreading;

  (d) Auditory training;

  (e) Speech;

  (f) Fingerspelling; and

  (g) The language of signs.

- Demonstrate the ability to develop and adapt curriculum materials and instructional procedures, including the use of media and instructional technology, to fit the special educational needs of hearing impairments.

- State the purpose and the nature of curriculum and an understanding of learning and instructional processes.

  - Describe curriculum and instructional procedures common to education of the hearing impaired and regular education, adaptations of the regular curriculum and instruction for the hearing impaired, and aspects of curriculum instruction unique to education of the hearing impaired.
  - Plan, implement, and evaluate learning experiences for individuals
  - Identify learner entry level.
  - Conceptualize and formulate objectives in behavioral terms.
  - Design methods of evaluation based upon measurable objectives and utilize data collection procedures.
  - Select,design, produce, and utilize media, materials, and resources appropriate to learner behavior and lesson objectives.
  - Implement appropriate instructional procedures.
  - Evaluate learner responses and revise instruction appropriately.

- o Demonstrate through observation, participation, clinical practice, and student teaching, the ability to:
  - Utilize facilities, services and programs available for the education and counseling of hearing impaired children and adults.
  - Interact effectively for instructional purposes in a learning situation with hearing impaired individuals or groups at one or more teaching levels.
  - Plan and organize curriculum content in an area of specialization for effective learning by both individuals and groups of hearing impaired children.

Visually Impaired

APPROVED PROGRAM/LICENSE REQUIREMENTS

Required Policy Components
- General Studies
- Preprofessional Skills
- Content Specialization
- Professional Education

Statewide Testing Requirements

PPST (Reading, Writing, and Mathematics) for initial licensure. Candidates with a masters degree are exempted from the PPST.

Board adopted PPST passing scores: Reading and Mathematics: 172; Writing: 171.

Content Specialization Test: None available.

Second Specialization or Two Programmatic Level Requirements

Visually Impaired, grades K-8 or K-12: Multi-Subjects (grades K-8) or achieving passing score on Multi-Subjects test (Test Field 02).

Visually Impaired, grades 5-12: Second specialization in non-special education content area for grades 5-12 or K-12.

Additional Requirements

Bachelors degree from a regionally accredited institution.

Complete an institution's state approved program.

Visually Impaired/Introduction

- Teachers of the visually impaired, which includes blind and partially seeing, should have essentially the same educational background as elementary or secondary teachers in their respective teaching fields. In addition, instructors of the visually impaired should have additional preparation which would qualify them as specialist in this area.
- Definition of Blindness
  - Partially Seeing - this child has a visual acuity of 20/70 or less in the better eye after correction and the ability to use vision as a major channel of learning.
  - Legally Blind - this child has a visually acuity of 20/200 or less in the better eye after correction or a peripheral field so contracted that the wide diameter subtends an angular distance no greater than 20 degrees.

- The teacher education program shall provide training and experience which will enable the teacher to:
  - Complete the same educational background as other teachers certified in their respective specializations and grade levels.
- Describe the historical and current development in education of the visually impaired and the influence of historical developments upon the current state of the field.
  - Demonstrate a working knowledge of basic terminology and vocabulary commonly used by specialists in the area.
  - Demonstrate a knowledge of basic literature in the field of visual impairment.
- Specialized knowledge in the following areas:
  - Demonstrate a knowledge of structure and function of the human eye and the educational implications of visual disorders.
  - Psychological implications of blindness.
  - Recognize emotional and social problems of blindness and assist the child in dealing with these problems in a logical and constructive manner and/or in seeking professional services as needed.
  - Recognize related educational problems which are often found with the visually impaired.
  - Recognize psychological implications of the visually impaired child in the home.
  - Demonstrate a knowledge of braille reading and writing as a means of communication to include academic braille and the Nemith Code (mathematics).
  - Explain techniques used in utilization of low vision.
  - Determine if the child has a stable eye condition by ophthalmological report.
  - Discuss ways in which students are able to use residual eyesight to the fullest extent.
  - Demonstrate ways in which pre-cane skills are used to assist the visually impaired child in orientation and mobility.

  - Explain ways in which the abacus can be used as a calculator and describe methods of mental arithmetic to the visually impaired.
  - Demonstrate visual screening techniques (i.e., Snellen Chart) used with pre-schoolers and those in school.

- Explain types of programs Commonly used in the education of the visual impaired.
  - List the advantages and disadvantages of the itinerant teacher program.
  - Differentiate between the itinerant teacher program and the resource teacher program.
  - Explain the operation of a self-contained classroom for the visually impaired.
  - Discuss the advantages and disadvantages of the residential school.

- Curriculum and Methodology
  - Explain how the visually impaired child can develop to his maximum potential through group activities and individualized teaching. Also, explain the importance of allowing the child to develop at his own rate and not in competition with his classmates.
  - Cite ways in which community resources can facilitate learning utilizing the child's remaining senses to the fullest extent.
  - Identify experiences that will aid the child in developing acceptable social behavior.
  - Demonstrate knowledge of braille and large type reading and writing techniques emphasizing good communication skills. Typing should be emphasized.
  - Explain ways in which materials especially developed for visually impaired boys and girls can be used effectively.
  - Describe orientation procedures utilized in assisting the child to become independently mobile.
  - Explain ways in which skills of daily living are used by visually impaired individuals in learning to live independently.

  - Discuss ways in which effective listening skills may be developed.

- Identify sources and discuss uses of common materials in the education of the visually impaired.

- Identify sources and explain ways in which special equipment can be used in the education of the visually impaired.

- Administer and interpret results of basic tests normally used with visually impaired individuals, i.e., achievement (not including intelligence and psychological tests).

  - Identify agencies and organizations which provide materials for the visually impaired.

  - List professional organizations serving the blind and partially seeing. Discuss basic services provided by each.

III. RELATIONSHIP TO WORLD OF PRACTICE

Clinical and Field Based Experience

- The institution shall identify sites for field based experiences for the content specialization at each programmatic level.

Follow-up of Graduates

- No provision stated.

Relationship with Field

- No provision stated.

IV. STUDENTS

Admission

- No provision stated.

Monitoring - Assessment/Competencies

- No provision stated.

V. FACULTY

Qualification/Assignment

- The institution shall identify the faculty who have primary responsibility for the new content specializations by providing faculty vita sheets which attest to the individuals' qualifications in the area or areas of their assignments.

Faculty Load

- No provision stated.

Faculty Development

- No provision stated.

Faculty Evaluation

- No provision stated.

VI. GOVERNANCE

Relationship of Program to Institution

- No provision stated.

Authority/Autonomy

- No provision stated.

Structure and Administration

- No provision stated.

Planning

- No provision stated.

VII. RESOURCES

Personnel

- No provision stated.

Fiscal

- No provision stated.

Facilities

- The institution shall list any special facilities, equipment, and materials required for the implementation of this program and note that these are currently available or provide a timeline for their acquisition.

Library, Equipment, Supplies

- No provision stated.

ACCREDITING STATE:	WISCONSIN
MAILING ADDRESS:	Division of Handicapped Children and Pupil Services Department of Public Instruction 125 S. Webster P.O. Box 7841 Madison, WI 53707
CONTACT:	Dorothy Placide CSPD Coordinator (608) 266-2820
STANDARDS PUBLICATION:	Teacher Education Program Approval Rules and Appeal Procedures

PROFILE: ACCREDITATION STANDARDS - WISCONSIN

I. ELIGIBILITY

General

- The statutory authority for the adoption of the program approval plan for the licensing of professional school personnel directs the state superintendent to complete a site review at each institution preparing professional school personnel for Wisconsin licenses at least once every five years. To administer the mandated program approval responsibilities, the state superintendent has adopted, in addition to the licensing rules, the program approval rules.
- The state superintendent shall approve professional education programs which lead to licensure at both private and public institutions of higher education in Wisconsin.
- An institution may petition the state superintendent to offer an experimental or innovative program which is not in compliance with rules contained in this chapter. The institution shall present a plan for the program to the state superintendent who shall hold a public hearing and approve it prior to implementation.
- Wisconsin uses the term "school, college, or division within a private or public college or university engaged in the preparation of professional school personnel Wisconsin" (SCD) which has been superseded by IHE for Institute of Higher Education in this profile.
- NOTE: These program approval rules affect persons graduating after August 30, 1990.
- NOTE: University and/or College programs must meet both the Program Approval Rules and the State Certification Rules found in Chapter 3 of the Wisconsin Administration Code.

Relationship Between Accreditation and Certification

- No provisions stated.

II. CURRICULUM

Overall Institutional

- The institution shall include a statement of the purposes and goals of all professional education programs in printed materials to describe those programs.

- All professional education programs leading to licensure shall meet the following general education requirements:
    - The general education component shall constitute at least one third of the semester hours in collegiate level course work required for the institution's baccalaureate degree. Course work included in the professional sequence and major, minor, or concentration may not be included in the general education component.
    - The institution shall provide evidence of a process for coordinating the planning, development, implementation, and evaluation of the general education program among those departments offering courses in the general education program and the IHE to assure that the goals of general education for teacher education programs are achieved.
    - The program shall require study of the following unless the student's major, minor, or concentration includes the same course work:
        - (a) Written and oral communication;
        - (b) Mathematics;
        - (c) Fine Arts;
        - (d) Social studies including national, state, and local government;
        - (e) Biological and physical sciences;
        - (f) Humanities including literature;
        - (g) Western and non-western history of contemporary culture.
- All professional education programs leading to licensure shall meet the following standards:
    - The program shall require study of the historical, philosophical, and social foundations underlying the development and purpose of education and current trends, issues, and various approaches in professional education programs in the United States and in Wisconsin;
    - The program shall require study of the legal, political, and economic aspects and the governance of education and the

organization, operation, policy making, and administration of schools and educational programs in the United States and Wisconsin;

- The program shall require study to develop an understanding of the diverse family, cultural, and socioeconomic backgrounds of pupils;
- The program shall require study and experience specifically designed to develop the competencies needed to teach critical thinking;
- The program shall require study of issues relating to children at risk including the pertinent law concerning chid abuse and neglect; suicide; alcohol and other drug abuse; school age parents; delinquency and truancy; developmental disabilities; and the child welfare system including the children's code, juvenile justice, public health, and social services;
- The program shall require study of pupil services programs and their relationship to other aspects of the total school program;
- The program shall require study of educational psychology including principles and theories of learning;
- The program shall require study of methods of identifying and evaluating the social, emotional, psychological, and physical behaviors of pupils as these behaviors may affect learning;
- The program shall require study to develop knowledge and skills in methods of creating a positive physical, psychological, and social teaching and learning environment;
- The program shall require study of educational research and practices related to classroom management and classroom organization;
- The program shall require study of methods and materials needed to evaluate and to report pupil progress including the development, administration, scoring, interpretation and validation of teacher developed and standardized test;
- The program shall require study of the use of the library and other instructional resources;
- The program shall require study of school instruction media programs, experience in evaluating and using instructional

materials and equipment including computers, and experience in creating graphic and audiovisual materials designed to meet specific learning objectives.

- The program shall require study of the profession including the roles and responsibilities of the school board, the school superintendent, principals and teachers, and professional association, organizations and learned societies;

- The program shall require study of the knowledge and skills necessary to identify children and youth who give evidence of high performance capability in intellectual, creative, artistic, leadership or specific academic endeavors, and in ways to provide access to systematic and continuous learning opportunities appropriate to pupils identified as gifted or talented.

o Professional education programs leading to licensure shall require study in the teaching of reading and language arts. Course work shall consider the reading and language arts as interactive processes which require the integration of reader, text, and context factors.

o A professional education program leading to licensure in special education: in art, music or physical education; or in school nursing shall meet the following standards:

  - The program shall require study of reading and language arts as interactive processes which require the integration of reader, text, and context factors;

  - The program shall require study of the interrelationship of reading with writing and the other language arts and across all content areas;

  - The program shall require study of the role of literature across all curriculum areas;

  - The program shall require study of a school-wide content area reading program and its relationship to a comprehensive kindergarten through grade 12 reading and language arts program;

  - The program shall require study to develop the ability to use reading to teach subject matter.

o All professional education programs leading to licensure shall provide study and experiences in human relations. The program shall meet the following requirements:

- The institution shall have written evidence that members of various racial, cultural, and economic groups, including at least three of the following designated minority groups: African-Americans, Alaskan-Americans, Pacific Islander-Americans, foreign born persons of color; disabled persons; and majority and minority low income persons and representatives of both sexes have participated in the development of the human relations program for professional school personnel;

- The program shall require study in the theory and application of human relations practices including skill building activities in identifying and constructively responding to expressions or acts which devalue other persons;

- The program shall require study of the history, culture, customs, social institutions, values, lifestyles, and contributions of women and various racial, cultural, and economic groups, including African-American, American Indians, Asian-Americans, Hispanic-Americans, and Pacific Islander-Americans in the United States;

- The program shall require study of the psychological and social implications of the forces of discrimination, especially racism and sexism, and their broader impact on relationship among members of various groups in American society;

- The program shall require study in the philosophical and psychological bases of the development and change of attitudes;

- The program shall require study of the constitutional and legal bases related to the status of women and various racial and cultural groups in the United States;

- The program shall require experiences for students to systematically evaluate the impact of the forces of discrimination, especially racism and sexism, on language, instructional materials, learning activities, learning styles, interaction between staff and pupils, tests and measurement, and school environments;

- The program shall require experiences in assessing a curriculum and in making modifications, if necessary, to assure multicultural and nonsexist content;

- The program shall require a minimum of 50 documented clock hours of direct involvement with adult and pupil members of a group whose background the student does not share, including at least one of the following designated ethnic minority groups: African-Americans, Alaskan-Americans, American Indians, Asian-Americans, Hispanic-Americans, Pacific-Islander-Americans, foreign born persons of color; and with disabled persons; and with various socioeconomic groups, including low income. At least 25 of the 50 clock hours of direct involvement shall be with representatives of one or more of the designated ethnic minority groups. That part of the required 50 clock hours of direct involvement which is with pupils may be accommodated as a part of prestudent teaching, student teaching and other clinical experience requirements;

- The institution shall provide that the evaluation of student teachers addresses their competence in human relations skills, knowledge, and attitudes.

- The institution shall have a written evaluation plan of the effectiveness of its implementation of the human relations program in the areas of administration, program development, community input, and ongoing monitoring responsibilities.

Specialist Courses (Core Curriculum)

o All professional education programs leading to licensure in special education shall meet the requirements stated above and the following common standards:

  - The program shall require study of principles and theories of child growth and development or adolescent growth and development, or both if the program leads to certification to teach grades kindergarten through 12. The study shall include communicative, cognitive, emotional, physical, and social development related to learning;

  - The program shall require study of the major characteristics of the handicapping conditions as defined by state and federal law in order to recognize their existence in children and youth;

  - The program shall require study of various alternatives for providing the least restrictive environment for pupils with exceptional educational needs;

  - The program shall require study of screening, referral system, multi-disciplinary team responsibilities,, and individualized education program processes;

  - The program shall require study of normal communicative and cognitive development as it relates to learning;

  - The program shall require study of language disorders with implications for learning, instruction, and alternative modes of communications, such as sign language;

  - The program shall require study of principles, procedures, and techniques of standardized test development and interpretation of group assessment devices. This shall include study of the principles of reliability, validity, item analysis and test bias;

  - The program shall require study and selection of assessment strategies, including the following:

(a) Study, selection and application of individual assessment techniques and instruments in academic, cognitive, communicative, physical, prevocational, vocational, and social areas used for identification and program placement decisions;

(b) Study and application of assessment and interpretation of results for instructional planning and programming pupils with exceptional educational needs and their families in regular and exceptional educational classroom settings;

(c) Study of and experience in selection, implementation and utilization of measurement strategies for monitoring progress of pupils within the instructional priorities.

- The program shall require study of general education teaching concepts or methods, or both, and use of instructional materials in the basic skills areas of critical thinking, mathematics, and language arts, including reading, writing, speaking, and listening, as related to content area instruction;
- The program shall require study of methods for managing environments to maximize appropriate use of instructional techniques, materials, equipment and computer technology;
- The program shall require study of curriculum and instructional approaches that contribute to the preparation of pupils for work. This includes career and vocational awareness, education for employment, job training and other transitional activities;
- The program shall require study of behavioral; cognitive; environmental; physical, including special physical education; psychological; and social models as applied to individual and group management strategies for pupils with exceptional educational needs;
- The program shall include study of methods of teaching pupils with exceptional educational needs in the regular classroom;
- The program shall include study and development of communication skills enabling teachers to jointly plan, implement, and evaluate educational programs with pupils, parents, and other professionals;
- The program shall include study of how to identify, select and interact with agencies and other community resources for improving and strengthening the educational and transitional programs for handicapped pupils;

- The program shall require a minimum of 200 clock hours of supervised experience working with non-handicapped pupils in regular education classromm settings. This experience shall include group instruction, classroom management, instructional planning, management of student behavior, media utilization, implementation of curricular scope and sequence and classroom organization. The 200 clock hours shall be earned at the elementary or secondary level, or at both levels if certification will be for gradees kindergarten through 12.

Early Childhood Exceptional Educational Needs: Specific Rules

o All professional education programs leading to licensure in early childhood exceptional educational needs shall meet the following standards:

  - The program shall require study of the principles and theories of child growth and development including cognitive, emotional, psychological, psychomotor, and social development and their relationship to learning;
  - The program shall require study of methods of teaching in regular early childhood educational programs;
  - The program shall require study to develop the ability to assist in the development, implementation, and evaluation of screening procedures for the purpose of identifying young children with exceptional educational needs;
  - The program shall require study to develop the ability to assist in the assessment of children's cognitive, emotional, language, motor, self help, and social development for the purpose of providing appropriate educational services;
  - The program shall require study to develop the ability to plan, develop, implement, and evaluate curricular strategies and individual and group instructional activities designed to achieve habilitation and rehabilitation objectives in all developmental areas;
  - The program shall require study to develop the ability to plan, develop, implement, and evaluate activities for the involvement of parents and others responsible for the primary care of young children with exceptional educational needs;
  - The program shall require study and experiences to develop skills in working with other persons in the early childhood exceptional educational needs setting including both volunteer and paid teacher aides;

- The program shall require study to develop the ability to locate and secure the cooperation of other agencies, groups, and individuals in the provision of educational services for young exceptional children and those persons responsible for their care;

- The early childhood exceptional educational needs program is not required to meet the common standards in Special Education section above.

Emotional Disturbance: Specific rules:

o A professional education program leading to licensure in emotional disturbance shall meet the following standards:

  - The program shall require study of conceptual models of emotionally disturbed including biological, ecological, psychological, behavioral, educational and sociological perspectives in relation to definitions, characteristics, classification systems, incidence, assessment techniques, intervention strategies and efficacy studies;

  - The program shall require study of the historical and legal perspectives of emotional disturbance;

  - The program shall require study of and exposure to the range of services and delivery systems serving emotionally disturbed pupils;

  - The program shall require study of federal and state definitions and eligibility criteria for identifying and placing pupils in programs for the emotionally disturbed;

  - The program shall require study and application of procedures for diagnosis of emotionally disturbed pupils in school, home and community settings. These procedures shall include, but not be limited to, norm-referenced tests, criterion-referenced tests, behavior rating scales, observation,, record review and interviews;

  - The program shall require study and application of continuous assessment procedures for development, evaluation and modification of goals, objectives and instructional programs in academic, behavioral, social, cognitive and vocational areas;

  - The program shall require study of and experience in written and verbal communication of assessment data. This shall include developing skills in analysis and consolidation of all relevant data for the purpose of diagnosis and instructional planning.

- The program shall require study of and experience in the development, implementation, and evaluation of instructional approaches to learning for emotionally disturbed pupils that address academic, cognitive, behavioral, social and vocational areas;

- The program shall require study of and exposure to the roles of the teacher of emotionally disturbed pupils as a child advocate, consultant and liaison to community agencies;

- The program shall require experience at the elementary or secondary level in developing individualized education programs which identify a variety of measurable goals, strategies, materials, settings, and responsible personnel for meeting the needs of the emotionally disturbed pupil. This experience shall be at both the elementary and secondary levels if the program leads to certification to teach grades kindergarten through 12.

- The program shall require the development of skills in selecting and applying the least restrictive behavior management strategies relating to legal, ethical, safety and training issues;

- The program shall require study of medical, psychiatric and social service interventions in relation to alcohol and other drug abuse, eating disorders, sexual abuse, assaultive behavior, suicidal behavior and multiple handicaps;

- The program shall require study of related services including transportation, aides, counseling, parent education and program support services as they pertain to emotionally disturbed pupils;

- The program shall require a minimum of 50 clock hours of prestudent teaching experience in emotionally disturbed classrooms.

Hearing Impaired: Specific Rules

o A professional education program leading to licensure for the hearing impaired shall meet the following standards:

  - The program shall require study of hearing impairment to develop an understanding of historical, social and psychological aspects;

  - The program shall require study of education aspects of hearing impairment to develop an understanding of the anatomy, physiology, etiology, the presence of secondary handicapping conditions and the transition from school;

- The program shall require study of hearing impairment to develop an understanding of family dynamics, including bilingual considerations, and professional organizations as resource providers;

- The program shall require study of the problems of language development for hearing impaired pupils to develop an understanding of cognitive development, the diagnostic process, and strategies for instruction to include both historical and current methodologies;

- The program shall require study of the impact of hearing impairment to develop and understanding of how semantics, morphology, syntax, pragmatics and biculturalism impact on the communication process;

- The program shall require study of speech and speech reading theory for hearing impaired pupils to develop an understanding of the anatomy and physiology of speech, phonetic analysis, the normal versus deviant speech development, and the diagnostic process and strategies for instruction to include both historical and current methodologies;

- The program shall require study of both audiological assessment and interpretation plus auditory training theory and practice to develop an understanding of factors relating to successful use of residual hearing, methods of developing and improving use of residual hearing, and the optimizing of the acoustic environment and management of amplification devices;

- The program shall require study of manual communication theory and practice to develop an understanding of the methods of instruction utilizing manual communication in the classroom, its sociocultural aspects, the role and function if interpreters, and the criteria or strategies for selection of appropriate sign systems;

- The program shall require demonstration of expressive and receptive manual communication skills;

- The program shall require study of selection, modification, adaptation and development of curriculum for use with hearing impaired pupils;

- The program shall require knowledge and skill in use of instructional media and materials, including current technology and devices for use by hearing impaired pupils;

- The program shall require study of methods of instructing hearing impaired pupils in specific content areas;

- The program shall require that students demonstrate assimilation of the theoretical knowledge and skills by their application in a variety of educational settings with hearing impaired pupils.

Learning Disabilities: Specific Rules

o A professional (education) program leading to licensure in learning disabilities shall meet the following standards:

  - The program shall require study of curriculum development, including scope and sequence, and evaluation and modification of curricular materials in the areas of reading, mathematics, written expression, and spelling to be differentiated at the elementary and secondary levels;

  - The program shall require study and application of effective teaching techniques to maximize academic engaged time in small group, large group, and one-to-one instruction in reading, mathematics, written expression, spelling, social skills, and study skills;

  - The program shall require study and application of the methods and skills needed for the organization and operation of a learning disabilities classroom to include such things as scheduling, rule posting, and arranging the physical environment;

  - The program shall require study and application of techniques and communication skills for facilitating the learning disabled pupil's success in the regular classroom;

  - The program shall require study and application of techniques and instruments for assessing specific learning disabilities such as formal and informal tests, observation, diagnostic teaching and curriculum based assessment;

  - The program shall require experience in summarizing, interpreting, and reporting assessment findings as they relate to educational programs;

  - The program shall require study of the development and implementation of individualized education programs and lesson plans including on-going evaluation of pupil progress in both academic and social behaviors;

  - The program shall require study of the history and current status of the field of learning disabilities, as it relates to theories and definitions of learning disabilities, etiology, methodology, and programming options;

- The program shall require study of the inter and intra individual difference of learning disabled persons throughout the lifespan including social, academic, and vocational needs and programming options to address those needs;

- The program shall require study and application of remedial techniques to teach reading to learning disabled pupils, including word recognition, fluency, reading comprehension, and reading in the content areas;

- The program shall require study and application of techniques to teach mathematics to learning disabled pupils, including problem solving skills, computational skills, and application of mathematics skills for everyday living;

- The program shall require study and application of techniques to teach language arts skills to learning disabled pupils, including listening, speaking, writing, and spelling;

- The program shall require knowledge of and skills in the application of various secondary learning disabilities program options for all grades 7 through 12 and kindergarten through 12 certified learning disabilities teachers. This includes tutorial, basic skills, compensatory skills, learning strategies, vocational and life skills, and team teaching in the content area models.

Severely Handicapped: Specific Rules

o A professional education program leading to licensure in severely handicapped shall meet the following standards:

  - The program shall require study of definitions, technical terminology, etiology, and characteristics of pupils with severe mental retardation who may or may not have concomitant physical behavioral, or sensory handicaps;

  - The program shall require study of strategies and methods for determining instructional priorities for individual pupils;

  - The program shall require study of curriculum and methods for teaching basic motor, communication, and academic skills as related to increasing functional responses in areas of living, working, and playing in integrated community environments, including the following:

    (a) Facilitation of normal motor development and inhibition of abnormal muscle tone;

    (b) Development of vocal and nonvocal communication skills;

(c) Development of self care skills;

(d) Development of social skills, including dealing with human sexuality.

- The program shall require study of the methods for arranging learning environments to maximize acquisition of instructional priorties through appropriate use of instructional techniques, materials, and specifically designed and adapted equipment for use with pupils with severe handicaps;
- The program shall require study of strategies for facilitating generalization of skills through instruction in natural environments.
- The program shall require study of strategies for monitoring effectiveness of instruction on the development of functional skills through the use of direct observational systems;
- The program shall require study of and development of communication skills enabling teachers to jointly plan, implement, and evaluate educational programs and related educational services with pupils with severe handicaps, parents, and other professionals;
- The program shall require study of training and utilization of special education program aides for instruction of pupils with severe handicaps;
- The program shall require study of agencies and programs providing services to pupils with severe handicapping conditions;

Speech and Language Pathology

o A professional education program leading to licensure in speech and language pathology shall meet the special education common standards in the Special Education section stated above and the following standards:

- The program shall require a master's degree in speech and language pathology;
- The program shall require study of the principles and theories of normal growth and development including cognitive, communicative, emotional, psychological, psychomotoric, and social development and their relationship to learning;
- The program shall require study designed to develop an understanding of statistics and research design;

- The program shall require study of or practicum with, or both, persons between the ages of birth through 21 who possess a wide range of communication disorders as well as with persons who may have additional handicaps or disabilities;

- The program shall require study of methods and procedures in school speech, language and hearing programs designed to develop an understanding of the following:

  (a) The organization and structure of education agencies including the budgetary and reporting processes;

  (b) The scope and sequence of regular education curriculum and its relationship to communication disorders;

  (c) Education agency policies regarding the appropriate use and maintenance of pupil files and records;

  (d) Appropriate criteria, processes, and procedures used for pupil identification;

  (e) The various delivery models utilized by speech and language pathologists at preschool, elementary and secondary levels;

  (f) The importance of disseminating, sharing, and exchanging information with peers, related professionals, parents, and consumers;

- The program shall require study of other disabilities and handicapping conditions and differences including cultural and dialectical variants;

- The program shall require study of anatomy and physiology of speech and hearing, phonetics, speech and hearing science, and the development of speech, language, and hearing;

- The program shall require study designed to develop the following skills:

  (a) Administering formal and informal assessment measures including the scoring, analysis and interpretation of data to diagnose communication disorders across pupil populations;

  (b) Planning, developing, implementing, and evaluating instructional strategies and techniques designed to achieve habilitation, rehabilitation and instructional objectives for all pupils having communication disorders;

(c) Developing, implementing and evaluating screening and identification procedures for the purpose of determining pupils in need of further assessment;

- The program shall require study designed to develop skills in:

(a) Writing professional reports;

(b) Determining the adequacy of clinical and instructional performance;

(c) Applying current technology to improve and maintain the quality of service delivery;

- The program shall require study designed to develop an understanding of and skills in using the kinds of material, equipment, and instrumentation used with pupils having communication disorders including augmentative and nonverbal communication modes and systems;

- The program shall require study designed to develop an understanding of skills in auditory habilitation, rehabilitation, and assessment techniques used for detecting hearing impairments;

- The program shall require a college or university supervised practicum of a minimum of 300 clock hours. These clock hours shall be spent in direct contact with persons with communication disorders. Hours spent planning for instruction, writing reports, consulting with teachers or parents, or conducting other activities that support direct contact may not be counted in the 300 clock hours. The clock hours to be earned in a school setting shall be met through full week, full day placements or full week, half day placements or a combination of the 2.

Other Special Requirements

o No provision stated.

III. RELATIONSHIP TO WORLD OF PRACTICE

Clinical and Field Based Experience

o The IHE shall have written evidence that it has designed and implemented a systematic process for evaluating the clinical program in cooperation with school district personnel including teachers, principals, administrators, and school board members from cooperating school districts.

- The prestudent teaching program shall meet the following requirements:

  - The program shall require prestudent teaching clinical experiences which are developmental in scope and sequence and which occur in a variety of school settings. These experiences shall begin no later than entry into the professional education program and shall be completed prior to beginning student teaching:

  - The IHE shall develop written policies and procedures describing the prestudent teaching clinical program and communicate these policies and procedures to students in professional education programs, faculty involved in teacher education, and participating school personnel including cooperating teachers. The policies and procedures shall include but not be limited to the following:

    (a) Criteria for admission to the prestudent teaching clinical program;

    (b) Objectives to be fulfilled by each participating student in the prestudent teaching clinical program;

    (c) Criteria for evaluation and retention of students enrolled in the prestudent teaching clinical program;

  - The IHE shall require that each student, under the supervision of professional school personnel, complete a prestudent teaching clinical program consisting of a minimum of 100 clock hours of experience working directly with children and youth within a school or other instructional setting;

  - The IHE shall require during the prestudent teaching clinical program experience at least two written evaluations of each student based upon observations by the cooperating teacher or by the IHE supervisor;

  - The institution shall ensure that at least one member of the IHE has assigned time to function as the designated administrator and coordinator of all prestudent teaching and clinical experiences.

- The student teaching program shall meet the following requirements:

  - The IHE shall require student teaching experiences which are developmental in scope and sequence and which occur in school settings;

- The IHE shall develop written policies and procedures describing the student teaching program and communicate these policies and procedures to students in professional education programs, to faculty involved in these programs, and to participating school personnel including cooperating teachers. These policies and procedures shall include but not be limited to the following:

  (a) Criteria for admission to student teaching including competence in the area of academic specialization, competence in the professional sequence, and competence in the prestudent teaching clinical experience as determined by professional personnel who directly supervised the student during that experience;

  (b) Objectives to be fulfilled by each participating student teacher including various activities usually performed by a teacher in a school setting including but not limited to instruction, supervision, pupil evaluation, conferences with parents, and faculty meetings; and

  (c) Criteria for evaluation and retention of students enrolled in the student teaching program;

- The IHE shall require that faculty teaching the methods courses have direct involvement each year in elementary, middle and secondary level classrooms in the area of their professional responsibilities which may include participation in the supervision of student teachers.

- The IHE shall require that student teaching be a full day, full semester experience following the daily schedule and semester calendar of the cooperating school. Exceptions may be granted when the midyear calendars of the cooperating school and the institution are in conflict and would prohibit students from attending classes in accord with the midyear calendar of the institution;

- The IHE shall provide that at least one member of the IHE has assigned time to function as the designated administrator and coordinator of the student teaching clinical experiences;

- The IHE shall assign a primary supervisor to each student teacher and shall ensure that each primary supervisor has had at least three years of successful teaching experience in elementary, middle or secondary level classrooms;

- The institution shall provide assistance to student teachers by supervisors with experience and expertise in the specialty subject matter areas and at the grade level of pupils being taught by the student teacher;

- The IHE shall require that cooperating teachers participating in the student teaching experience be selected by personnel from the cooperating schools and from the IHE. Personnel from the cooperating schools shall include teachers;

- The IHE shall require that a minimum of four classroom supervisory visits of at least one hour in length are made to each student teacher by the IHE primary supervisor. Supervisors with experience and expertise in the specialty subject matter areas and at the grade level of pupils being taught by the student teacher shall participate in the classroom supervision.

- The IHE shall require during the student teaching experience at least four written evaluations of each student based upon classroom observations by the cooperating teacher and by the IHE supervisor. Evaluation procedures shall include at least two conferences involving the student teacher, the cooperating teacher, and the IHE supervisors.

o The practicum shall meet the following requirements for Speech and Language Pathologists only:

- The advanced program shall include supervised practicums which are developmental in scope and sequence. For those practicums which occur in school settings, the agreements and working relationships between the schools and the institution shall depend upon school policy and negotiated agreements. The agreements established regarding the practicum and observation experiences shall be mutually developed by personnel from participating schools and from the program.

  Written policies and procedures describing the practicum shall be developed and communicated to students in the advanced professional education program, faculty involved, and participating school personnel. The policies and procedures shall include but not be limited to:

  (a) Criteria for admission to the practicum;

  (b) Objectives to be fulfilled by each participating student in the practicum including various activities usually performed in a school setting. These include, but are not limited to, instruction, supervision, pupil evaluation, conferences with parents, and faculty meetings; and

(c) Criteria for evaluation of students enrolled in the practicum.

- The institution shall ensure that at least one member of the faculty has assigned time to function as the designated administrator and coordinator of all practicum experiences which occur in school settings;

- Assistance shall be provided to students enrolled in the practicum by supervisors with experience and expertise in the advanced program areas;

- The advanced program shall have written evidence that faculty teaching the methods or procedures courses in the advanced program have direct involvement each year in elementary, middle or secondary level programs which may include participation in the supervision of students in the practicum;

- A primary supervisor from the advanced program shall be assigned to each student enrolled in the practicum which occurs in the school setting. The primary supervisor shall have paid elementary, middle, or secondary level experience in a school setting in the advanced program area or other paid experience working in the advanced program areas approved by the State superintendent;

- The college or university supervisor shall spend a minimum of six hours, consisting of at least two on site supervisory visits, with each student during the practicum which occurs in the school setting;

- The cooperating teacher participating in the student's practicum shall be selected by personnel from the cooperating school and from the advanced program; and

- At least four written evaluations based upon observation by the cooperating teacher and by the college or university supervisor shall be required during each student's practicum. At least one of the four evaluations shall be written by the primary supervisor. The other evaluations may be written by the cooperating teacher, primary supervisor or collaboratively. Evaluation procedures shall include at least two conferences involving the practicum student, the cooperating teacher and the primary supervisor. The cooperating teacher's evaluation of the practicum shall become part of the student's permanent record. Other evaluations by elementary, middle and secondary level professional school personnel which attest to competency of the student as a prospective school professional may also be included in the permanent record.

- Cooperating Teachers - The IHE shall ensure that cooperating teachers utilized in the clinical programs meet the following requirements:
  - Hold a regular Wisconsin license or its equivalent for the teaching assignment;
  - Have at least three years of teaching experience with at least one year of teaching experience in the school system of current employment;
  - Have completed a course or seminar in supervision of student teachers or interns or have qualified as a cooperating teacher prior to July 1, 1988, based on successful service as a cooperating teacher. Successful service as a cooperating teacher shall be determined by the recommendations of an immediate supervisor, a college or university supervisor, and a former student teacher or intern who has worked with the teacher in a student teaching or intern situation.

Follow-up of Graduates

- The IHE shall have a written plan for evaluating the performance of its graduates. The evaluation plan shall be designed to provide information which may be used to improve teacher preparation programs and to improve practices pertaining to admission, retention, and completion. The evaluation plan shall be designed to gain information from graduates and from school personnel in the schools in which the graduates have been employed.

Relationship with Field

- No provision stated.

IV. STUDENTS

Admission

- The IHE shall provide each student, upon admission to the professional education program, with an advisor and written information describing the professional education programs leading to licensure.

- The IHE shall establish standards for admission to undergraduate and advanced professional education programs leading to licensure which shall include the following:

  - A cumulative grade point average of not less than 2.5 on a 4.0 scale computed on at least 40 semester credits of collegiate level course work for undergraduate programs or a cumulative grade point average in the bachelor's degree of not less than 2.75 on a 4.0 scale for advanced program admission. Standing in the upper 50% of the class as determined by written institutional policy may be accepted for undergraduate or advanced program admission in lieu of grade point average. Exceptions to the established minimum grade point average or the class standing requirement may be granted to no more than 10% of the total number of students admitted to the professional education program for each admission period.

  - Demonstrated proficiency in speaking and listening as determined by the institution; and

  - A passing score on a standardized examination in mathematics, in reading, and in writing for admittance to undergraduate professional education programs. The standardized examination and the passing score shall be determined by the State superintendent. The standardized examination may not be taken more than three times.

- The institution shall have a written plan and program for the recruitment of students from a diversity of ethnic and racial backgrounds into teacher education programs and for the retention and completion of minority students in these programs.

- The institution shall obtain and maintain information relative to candidates applying for admission to the professional education program. The information maintained shall include high school transcript, rank in high school graduating class, high school grade point average, scores on standardized tests such as the ACT and the SAT, any previous transcripts, and the grade point average and class rank at admission to the professional education program.

Monitoring - Assessment/Competencies

- The IHE shall have written evaluation procedures and evidence to assess the knowledge, skills and competency of its students when they complete professional education programs and apply for recommendation for licensure. Students shall be informed of these evaluation procedures.

Advisory Services

- The institution shall provide students with written information describing its student services including career guidance and placement and the procedures for using these services, and information on employment opportunities in Wisconsin and the United States for graduates of education programs.

Completion of Program/Evaluation - Exit Criteria

- Each professional education program leading to licensure shall require completion of all requirements for licensure at the specific grade level and in the specific subject area.

- The IHE shall establish standards to recommend students for licensure which shall include but not be limited to the following:

  - A minimum grade point average of 2.75 on a 4.0 scale for undergraduate programs or a minimum grade point average of 3.0 on a 4.0 scale for advanced programs, based on course work in the major, minor, and concentration, or in the advanced program, and in professional education course work except in the clinical program; or standing in the upper 50% of the class as determined by written institutional policy; or

  - A written policy adopted by the institution and approved by the department after a public hearing which assures that those recommended at the baccalaureate degree level are in the upper 50% of all students receiving baccalaureate degrees in Wisconsin in each graduation period. The policy shall include both comprehensive evaluation procedures and substantive, written evidence of both subjective information and objective measures;

  - Successful completion of the IHE clinical program requirement;

  - A passing score on a standardized examination in each major, minor, concentration, and advanced program in which a license will be sought.

Multicultural Groups and Persons with Disabilities

- All professional education programs leading to licensure shall provide study and experiences in human relations. The program shall meet the following requirements:

- The institution shall have written evidence that members of various racial, cultural, and economic groups, including at least three of the following designated minority groups: African-Americans, Alaskan-Americans, Pacific Islander-Americans, foreign born persons of color; disabled persons; and majority and minority low income persons and representatives of both sexes have participated in the development of the human relations program for professional school personnel;
- The program shall require study in the theory and application of human relations practices including skill building activities in identifying and constructively responding to expressions or acts which devalue other persons;
- The program shall require study of the history, culture, customs, social institutions, values, lifestyles, and contributions of women and various racial, cultural, and economic groups, including African-American, American Indians, Asian-Americans, Hispanic-Americans, and Pacific Islander-Americans in the United States;
- The program shall require study of the psychological and social implications of the forces of discrimination, especially racism and sexism, and their broader impact on relationship among members of various groups in American society;
- The program shall require study in the philosophical and psychological bases of the development and change of attitudes;
- The program shall require study of the constitutional and legal bases related to the status of women and various racial and cultural groups in the United States;
- The program shall require experiences for students to systematically evaluate the impact of the forces of discrimination, especially racism and sexism, on language, instructional materials, learning activities, learning styles, interaction between staff and pupils, tests and measurement, and school environments;
- The program shall require experiences in assessing a curriculum and in making modifications, if necessary, to assure multicultural and nonsexist content;

- The program shall require a minimum of 50 documented clock hours of direct involvement with adult and pupil members of a group whose background the student does not share, including at least one of the following designated ethnic minority groups: African-Americans, Alaskan-Americans, American Indians, Asian-Americans, Hispanic-Americans, Pacific-Islander-Americans, foreign born persons of color; and with disabled persons; and with various socioeconomic groups, including low income. At least 25 of the 50 clock hours of direct involvement shall be with representatives of one or more of the designated ethnic minority groups. That part of the required 50 clock hours of direct involvement which is with pupils may be accommodated as a part of prestudent teaching, student teaching and other clinical experience requirements;

- The institution shall provide that the evaluation of student teachers addresses their competence in human relations skills, knowledge, and attitudes.

- The institution shall have a written evaluation plan of the effectiveness of its implementation of the human relations program in the areas of administration, program development, community input, and ongoing monitoring responsibilities.

V. FACULTY

Qualification/Assignment

- The institution shall have written evidence that each advanced program, teaching major, minor, concentration, and each professional education sequence is administered by a faculty member holding a minimum of a master's degree or its equivalent. This faculty member's primary responsibility shall be to the advanced program, major, minor, concentration, or professional education sequence headed, and the master's degree or equivalent shall be in the principal discipline of that program or sequence.

- The institution shall have written evidence that faculty members who teach in an advanced program, a teaching major, minor, concentration, or in a professional education sequence have preparation related specifically to their assignments;

- The institution shall have written evidence that faculty members who teach courses in each professional sequence are knowledgeable about current elementary, middle, and secondary level curricula, practices, and requirements;

- The institution shall have policies for the selection, retention, and promotion of teacher education personnel which will contribute to the employment and retention of competent teacher education faculty members;

- The institution shall have written evidence that a least 50% of full time equivalent faculty in each advanced program hold an earned doctorate degree or the terminal degree in the advanced program area.

- The institution shall have written evidence that at least one faculty member with an earned doctorate degree or the terminal degree in the advanced program area is assigned full time in each advanced program.

Faculty Load

- The institution shall provide that the total service load shall be interpreted to include regular instruction on campus, extension teaching, committee assignments, extracurricular activities, and supervisory responsibilities in connection with thesis advisement. The total service load shall also include assignments to clinical programs; independent study; advisory and consultative services; testing, psychological, and guidance services; research and writing; student advisory duties; and recruitment, selection, and admission of students.

Faculty Development

- No provision stated.

Faculty Evaluation

- No provision stated.

VI. GOVERNANCE

Relationship of Program to Institution

- No provision stated.

Authority/Autonomy

- No provision stated.

Structure and Administration

- The institution shall have written evidence that its governing body recognizes and fulfills its responsibility to the IHE.

- The institution shall have an organizational chart of its administrative structure including the position and relationships of the IHE within that structure.
- The IHE shall have written evidence that an advisory council composed of students; graduates; lay citizens, including parents of pupils attending elementary, middle, and secondary school members of professional education organizations; and local school district personnel, including teachers, principals, administrators and school board members, have been consulted in program development and evaluation.

Planning

- The IHE shall have published policies and procedures of operation that insure IHE faculty participation in planning, implementing, and evaluating the teaching majors, minors, concentrations, professional education sequences, and general education programs.
- The IHE shall have written evidence that students, graduates, and local school district personnel including teachers, principals, administrators, and school board members have been involved in program planning, development, and evaluation.

VII. RESOURCES

Personnel

- No provision stated.

Fiscal

- No provision stated.

Facilities

- The institution shall maintain a materials laboratory or centers, either as a part of the library or as one or more separate units, which shall house a collection of printed and audiovisual materials, teaching aids, courses of study, and materials for the evaluation of learning. The laboratory or centers shall be directed by professionally qualified staff with expertise in the instructional materials and media used in elementary, middle and secondary schools.

Library, Equipment, Supplies

- The institution shall provide a library as the primary materials resource center of the institution. The library shall adequately support the instruction, research, and services pertinent to the needs of professional education programs. Materials shall be organized and indexed in such a way that faculty and students can easily locate and gain access to materials housed at the institution. The library shall provide appropriate indexes, directories, database searching services, union catalogs, and interlibrary loan agreements to enable access to information and materials housed outside the institution.

- The institution shall provide professionally staffed libraries and instructional materials centers to meet the stated professional education purposes and goals.

- The institution shall provide laboratories, laboratory supplies, current clinical and diagnostic material, and specialized furniture and equipment needed for the professional education programs. Space and equipment shall be adequate for conducting and recording actual and simulated instructional activities.

- The institution shall make available instructional teaching and learning materials and equipment to students and faculty as well as provide instruction in production, utilization, organization, and preservation of such materials and equipment.

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